

UNRAVELING THE TAPESTRY OF THE STUDY ABROAD EXPERIENCE:

An Investigation of the Role of Self-Identified Goals and
Motivations in University Students

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my husband, John Paul Tsao,

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my step-mother, Celeste Arrington,

and the memory of my in-laws,

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Abstract

The purpose of this study was to produce five in-depth case studies of University of Georgia, USA, students who studied abroad for one semester in Spring of 2006. These case studies describe and analyze the students' self-identified goals and motivations for participating in this study abroad experience. Utilization of Lincoln and Guba's (1985) naturalistic inquiry method was used to explore the student experiences.

In addition to qualitatively analyzing the goals and motivations of these specific cases, descriptive statistics of the student Intercultural Development Inventory (IDI) pre- and post-test questions and answers (Intercultural Communication Institute, 2003), taken in Spring 2006 and two years later in Spring 2008, were compared for the purpose of measuring changes in world-view orientations over time. This provided the establishment of convergence or triangulation of quantitative and qualitative data. Further exploration of preferred student learning styles by use of the Kolb Learning Style Inventory, v. 3.1 (Kolb, 1999) was initiated in order to analyze whether the study abroad program design matched the students' learning style. A study abroad preparatory model is proposed that increases student active engagement abroad, thereby increasing the potential for accomplishing the stated goal of the University of Georgia (UGA) study abroad program, namely to develop "global citizens." Inquiry into these areas and the results obtained are directly relevant to study abroad program specialists, interested faculty, upper administrators in university policy making, and future students who might desire to participate in an international learning experience.

This particular study, in contrast to those discussed in the literature review, indicates a unique approach by focusing on the following:

- one specific, experiential study abroad program;
- using naturalistic inquiry as the method of obtaining such data;

- using IDI scores to triangulate results of qualitative data;
- incorporating information measured by the KLSI.

Both qualitative and quantitative data were collected. Qualitative data were obtained via Blackboard, email, chat interviews via the internet, face to face interviews, and by means of journal entries. By using naturalistic inquiry, the specific form of data provided and its content was left largely to the students to choose via the options listed above in order to best represent their voices. Scores on the IDI provide the quantitative data used to assess qualitative findings. The intention was that this study would provide an in-depth investigation of the students' experiences in order to be used by individuals who find the information to be practical, functional, and helpful in improving the learning and cultural environment of study abroad students.

Definition of Terms

Throughout the thesis, the following terms are beneficial to the reader. While defined through citing the relevant literature, these terms represent a helpful guide in specific and contextual usage.

Abstract Conceptualization – one of the four learning abilities as developed by Kolb (1984) and defined as “concrete concepts that integrate ... observations into logically sound theories” (p. 30).

Acceptance – one of the ethnorelative stages described in Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as the ability to acknowledge that recognizing major cultural differences is essential to understanding human exchange.

Accommodative learning style – one of the four learning styles as developed by Kolb (1984), and defined as having the “opposite strengths from assimilation, emphasizing concrete experience and active experimentation” (p. 78).

Active engagement – the process by which an individual moves from ethnocentrism to ethnorelativism.

Active Experimentation – one of the four learning abilities as developed by Kolb (1984), and defined as the ability to use theories developed during the abstract conceptualization phase in order to “make decisions and solve problems” (p. 30).

Adaptation – one of the ethnorelative stages of the Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as the ability to use cultural exceptions and intercultural competence in a way that expands the understanding and exchange with others from another culture.

Affective – in reference to reasoning, and is one of the three parts of the mind and deals with emotions.

Assimilative learning style – one of the four learning styles as developed by Kolb (1984), and defined as, “the dominant learning abilities are abstract conceptualization and reflective

observation. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models” (p. 78).

Cognitive – in reference to reasoning, and is one of the three parts of the mind dealing with intelligence.

Conative – in reference to reasoning, and is one of the three parts of the mind dealing with drive, volition, impulse, desire, and striving.

Concrete Experience – one of the four learning abilities as developed by Kolb (1984), and defined as having the ability to become involved “fully, openly, and without bias in new experiences” (p. 30).

Constructive Marginality – one of the ethnorelative stages of the Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as the ability to embody cultural difference into identity, providing the ability to integrate into a different cultural frame of reference with natural ease.

Convergent learning style – one of the four learning styles as developed by Kolb (1984) and defined as having the ability to problem solve, make decisions and apply practical ideas to the learning process.

Defense/Reversal – one of the ethnocentric stages of Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as one who find cultural difference as threatening to one’s own self-regard and status. Reversal is in reference to one who denigrates “one’s own culture and [has] an attendant assumption of superiority of a different culture” (p. 41).

Denial – one of the ethnocentric stages of Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as one who has the inability to recognize differences in cultures and assumes there are no real differences.

Developmental Model of Intercultural Sensitivity – a model of worldview structure and divided into six dimensions from denial to integration, developed by Milton Bennett (1986).

Diverging style – one of the four learning styles as developed by Kolb (1984), and defined as having an emphasis on “adaptation by observation rather than action” (p. 78).

Emic - of, relating to, or involving analysis of cultural phenomena from the perspective of one who participates in the culture being studied (Merriam-Webster, 2012a).

Encapsulated Marginality – one of the ethnorelative stages of Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as individuals who reached integration but remain at the margins of the cultural frameworks and who may feel they are without a cultural identity.

Ethnocentrism – a worldview orientation that indicates the belief that one’s own culture is the focal point of all cultures and the core to all reality.

Ethnorelativism – a worldview orientation that indicates the belief that one’s own culture is one of many viable frameworks of reality.

Etic - of, relating to, or involving analysis of cultural phenomena from the perspective of one who does not participate in the culture being studied (Merriam-Webster, 2012b).

Globalization – the relationship of people, culture, economic and political activity

Integration – one of the ethnorelative stages of the Bennett’s (1986) Developmental Model of Intercultural Sensitivity and defined as the ability to integrate numerous and varied aspects of one’s cultural identity into a different framework based on the inclusion and understanding of multiple cultural constructs.

International education – in the context of this study it is the facilitation and support of students and scholars across national borders, and involves the support for matriculation of students and exchange students out of the United States of America. Generally, it may involve study abroad, exchange, facilitation of education abroad for students coming into and out of a specific country, and covers a broad range of topics. It is also a framework by which the introduction of diversity, multiculturalism, and intercultural awareness is shared by supervised groups through travel to and opportunity for experiential education in the host country.

Internationalization – cooperation and understanding between two or more cultures.

Minimization – one of the ethnocentric stages of Bennett’s (1986) Developmental Model of Intercultural Sensitivity, and defined as a polarizing transition between defense and acceptance but continues to set its own standards as core to the reality of all cultures of people.

Preparatory Model – a program serving to make ready or prepare students with information to provide a foundation in intercultural learning; study that serves as preparation for advanced cultural learning

Reflective Observation – one of the four learning abilities as developed by Kolb (1984) and defined as the ability to, “reflect on and observe ... experiences from many perspectives” (p. 30).

Study abroad – to study outside the country of origin.

Word cloud – a weighted, visual representation of word frequency used within a data set.

Chapter 1. Introduction

International education agendas have remained at the forefront of strategic planning in most institutes of higher education within the United States and abroad. These international agendas began formulating on the University of Georgia campus at the time of the first international student graduation in 1835 (UGA, 2009a). The agendas manifested themselves through the tireless goal-setting undertaken by strategic planning committees across a range of schools, colleges, and departments within the higher education sector. As evidenced by the following excerpt from such a committee, this area has never been more topical as indicated by this University of Georgia mission statement:

With its statewide mission and core characteristics, the University of Georgia endeavors to prepare the University community and State for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff and student body. The University is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society (University of Georgia, 2000b).

With more individuals migrating to various countries for work, intercultural knowledge and learning must increasingly prepare youth and adults to understand and accept globalization. It is no surprise that university strategic planning committees have included internationalizing the curricula, incorporating faculty exchange opportunities, and supporting student learning. This learning takes place in classrooms, international internships, work placements abroad, study abroad, and exchange programs (Triandis, 2004). This is clearly stated in the following excerpt from the large accrediting body of higher education institutions in the southern United States, the Southern Association of Colleges & Schools:

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that coursework and learning outcomes are at the collegiate level and comparable to the institution's own

degree programs. The institution assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript...

... Rationale and Notes:

The key to this standard lies in the concept of "comparability" and assessing responsibility for academic quality since, by awarding credit for learning outside its own educational programs, an institution affirms that students have achieved the knowledge, skills, and experiences comparable to those attained by students who have completed the institution's own educational programs. Policies for approval of transfer credit, advanced placement, experiential learning, and professional certificates are developed, implemented, and published in catalogs and other documents that are made available to prospective students.

Good practices supporting academic quality in these areas include:

1. Linking transfer credit, including credits earned at a foreign/international institution, to clearly defined outcomes for courses and programs;
2. Delineating the basis for advanced placement credit awarded for achievements outside commonly accepted programs; and
3. Awarding credit for experiential learning and professional certifications based on well-documented activities and experiences at the appropriate educational level and evaluated based on clearly developed outcomes for the courses or program for which credit is awarded (Southern Association of Colleges & Schools, 2005).

Faculty incentives to develop such programs, by way of awards and grants that provide research opportunities, are available to lead study abroad groups. One opportunity that the University of Georgia currently provides its faculty is Curriculum Internationalization Grants.

The Office of International Education (OIE) calls for:

[I]nnovative curriculum internationalization proposals that seek to enhance the international content in courses taught on the UGA campus. The goal of this initiative is to seed instructional initiatives that will serve as models for the campus and will have a long-term and sustained impact on international learning and competency of UGA students. The initiative is part of OIE's effort to provide a complement to ... study abroad offerings by enhancing the international content of courses taught on the UGA campus.

As part of the descriptive information, the OIE requests:

[C]reative proposals that are focused on 'internationalization at home,' i.e. projects that insert or enhance the international content in courses taught on the UGA campus. Examples of projects that will be considered for funding include:

- using instructional technology (videoconferencing, Skype, online social networks, etc.) to add international content in existing courses
- working with a faculty member in another country to develop a “blended” course in which UGA students learn/work with their counterparts abroad using communications technology
- engaging of the international community in Athens and the local region to enrich international learning experiences in existing or new courses
- adding new material to a course to significantly enhance the international learning outcomes and global competency of students
- other new and innovative projects that have the goal of fostering an international learning environment in courses taught at UGA (University of Georgia, 2011)

Students are encouraged to participate in intercultural opportunities through campus activities such as clubs and seminars, and by means of scholarships available for study abroad. As indicated on the UGA website, students are encouraged to apply for financial aid and scholarship:

Students at UGA can use their federal and state financial aid, including the HOPE scholarship [a state funded scholarship that every high school graduate and citizen of the State of Georgia and who maintains a 3.0 grade point average or better is entitled to have their tuition paid through their undergraduate degree], for study abroad. It may also be possible to use instructional aid ... This aid can be used not only on University of Georgia study abroad programs, but on any study abroad program for which the student will receive academic credit Many study abroad programs ... have established scholarships; always ask the director of your study abroad program if it has its own scholarships. In addition, there is a notebook of study abroad scholarships in the Study Abroad Library (University of Georgia, 2009c).

Support for such experiences by the upper administration at the University of Georgia is demonstrated with the following statements:

Former President Michael F. Adams: “I have always believed that there are few experiences more valuable to a student today than an extended immersion in another culture” (as cited in Jones, 2009).

Kavita Pandit, Associate Provost for International Education: “The University of Georgia is known nationally for the quality and diversity of its study abroad programs. I want to recognize the efforts and energy of our study abroad program directors and the study abroad staff in the Office of International Education. Their hard work and dedication have ensured that our students are graduating with a worldview and global competencies critical to their success in today’s job market” (as cited in Jones, 2009).

Kasee Laster, Director of Study Abroad: “Studying, interning, and researching abroad continue to be high priorities of UGA students. Their enthusiasm reflects the emphasis on international experience and perspective which they see in the faculty, as well as a flexible financial aid structure that is conducive to study abroad” (as cited in Jones, 2009).

With dramatic changes in world economic order, individuals need to become knowledgeable about global economies, changes in political leadership, as well as understanding cultural interactions and participating in educational opportunities abroad (Hart, 2006). Hence, educational ministries have been issuing mandates encouraging country-specific agendas within educational institutions (both secondary and tertiary, as in Australia and New Zealand) for student participation from other countries (e.g., Asia and the Middle East). The rationale is primarily economic as tertiary institutions benefit from foreign student fees and the host country profits from the money spent in accommodation and standard living practices. Through the study abroad experience, the student anticipates a future financial benefit from their global educational experience (Orahood, Kruze, & Pearson, 2004), which can provide a pathway for immigration abroad (Tremblay, 2005) and an improved professional and personal self-image (Cushner and Mahon, 2002).

There are myriad ways to introduce individuals to other cultures. The means through which cultural enrichment can take place include books, newspapers, Internet, websites,

intellectual pursuits, and travel. In this study, the discussion focuses exclusively on study abroad.

Study abroad, often called international education, has multiple meanings and presents itself in different contexts. It has been called multiculturalism, global studies, foreign area studies, international programs, non-western studies, international studies, global education, and international relations (Pusch, 2004). In the context of this study, however, international education is defined as a framework by which the introduction of diversity, multiculturalism, and intercultural awareness is shared by supervised student groups through traveling to and having experiential education opportunities in the culture(s) of another country(ies).

A study abroad experience may encompass personal provisions abroad, provide the student with the opportunity to practice life through a different cultural lens, and/or transform habits in the typically mundane tasks such as meal-taking and other general life experiences. As far as this study is concerned, however, study abroad at the University of Georgia is typically a closely planned academic program that will be detailed further below. However, in most study abroad programs, including the one studied for this research, it is desired that the program will provide the student with a multi-faceted educational experience that will increase their intercultural learning, worldmindedness, and international understanding and relations.

The Study Abroad Programs

There are many ways in which American tertiary students may study abroad. Following is a list of the most prominent options. Understanding program design enables consideration of their inherent strengths and weaknesses.

Island Programs

Within American universities, there are island programs. Island programs are typically led by home university faculty and, in one sense, are like picking up a class from the home institution and moving it to a country abroad. Home institution students travel and study with home institution faculty, although it is common to have international speakers, faculty, etc., speak and teach these students while abroad. Within island programs, there are variations, sometimes called “wintermester” and “springmester”, taking up the holiday periods in both winter and spring, and typically lasting 2 – 4 weeks. This is also called a short-term study abroad experience. Then there are semester island programs that last a full semester (15 weeks). The latter can often span one or more countries. These programs provide much support to the students while on the program.

With regard to the program studied for this thesis, it was a semester island program. These programs have been studied by others with the finding that they may not provide enough length of time to affect developmental outcomes in the area of psychosocial development (Herman, 1996; Koester, 1985). The researcher is in agreement with Cushner and Karim (2004) in their finding that “Short-term programs may not be sufficient to affect psychosocial developmental outcomes or for the impact to remain after a period of time” (p. 300). The findings of these researchers are in alignment with the findings from this study presented in Chapter 4.

2+2 programs and/or 1+2+1 Programs

The 2+2 programs and/or 1+2+1 programs are not as popular in the USA as in Asian countries, but they are becoming more available. The premise of such a program is for students to study at their home institution for two years and at a host institution for two years. The combination of years may be one year at the home institution, two years at the host

institution, followed by a further year at the home institution. Both the 2 + 2 and 1+2+1 programs provide support to students from both the home and host institution. As indicated on the Rutgers University website (an institution that offers these kinds of programs), “the partner institution designed innovative curricula that bridge international borders harnessing the strengths of each university.” These programs provide primarily Asian students with an opportunity to participate in American culture, strengthening their English language skills, as well as bridging the gap between Asian and American educational opportunities. At the University of Wisconsin – Eau Claire, the 1+2+1 program is embraced “by internalizing our curriculum through global interactions, our cultural horizon broadens” (Forsythe, Hoebe, Kane & Robert, 2010, p. 3). Students who desire a more interactive learning experience abroad may find that a 2+2 or 1+2+1 program suits them well. This would be supported in the findings from numerous studies (Koester, 1985; Lathrop, 1999; Herman, 1996) that the length of time abroad produces the greatest impact in intercultural learning.

Exchange Programs

Exchange programs may be offered through Memorandums of Understanding (MOU) or International Cooperative Agreements (ICA) between two universities (home and host institution). These MOUs/ICAs often have an exchange program element that may involve student exchange and/or faculty exchange as one of the cooperative elements of such initiatives. In regards to student exchanges, this typically means that the student tuition is paid by the student of the home institution allowing a student from the host institution to take classes without further tuition being paid.

There are many exchange programs available through organizations that specifically work to help students participate in an exchange program. Exchange programs may last a semester (15 weeks) or a full year. Exchanges provide some support to students from both the home and host institution. According to Cushner and Karim (2004), the research on these

programs suggests “that although both short- and long-term study-abroad programs have an impact on participants, the longer and more fully integrated the program, the greater the potential for impact There also continue to be conflicting results between quantitative and qualitative studies. In many instances, where quantitative analysis may reveal little in the way of impact, qualitative analysis demonstrates impact” (p. 300).

Full Enrollment in a University Abroad

Full enrollment at a university abroad requires different skills in negotiating one’s way through the application process and finding the support needed while studying in a different country and, perhaps, within a different educational system in general. Enrollment in a foreign university may provide less lecture-type classes and may be more self-driven than programs of study in the USA. The curricular flexibility may provide more opportunities for exploration of personal interests than what is possible in the USA. However, the different cultural settings and challenges to learn differently may be a positive or negative experience depending on the person’s willingness to accept such differences.

Of the four options above (island programs, 2+2/1+2+1 programs, exchange programs, and full enrollment abroad), the island program is the most integrated option providing the most student support. These programs are often preferred by students for the following benefits:

1. obtain credit at the home institution
2. travel with a homogenous group
3. are provided curriculum that is approved by the home campus governing boards
4. are provided a safety net in risk management concerns

As one continues through the list from island programs to full enrollment abroad, the benefits above decrease. It becomes the students’ responsibility to manage the credentials of

obtaining credit at the home institution. This process is not necessarily an easy one. The individuals who are traveling on programs outside the home institution is left completely to chance. This is neither good or bad. Curriculum approval, much like credit approval, becomes the responsibility of the student. This, too, is not necessarily an easy process. Both credit and curriculum approval can be quite time intensive and the success of such applications rests in the student's tenacity in obtaining the proper paperwork from both the study abroad program and the home institution. Although obtaining credit from the home institution, traveling with a homogenous group, obtaining curriculum that is accepted via home campus governing boards and/or risk management, in and of itself does not necessarily diminish opportunities for intercultural learning. It should be noted that "the insularity of island programs may be counterproductive to the goal of full engagement in the host culture" (Roberts, 2013, p. 3) and the "current international curricula and activities seem to provide students with only rudimentary levels of intercultural skills and competencies" (Cushner et al., 2004, p. 291). As a student relies upon their own ingenuity to sort their program abroad, skills and competencies will increase. The necessity of working with others to sort specific details of a program abroad in a different culture often brings with it the ambiguity and learning opportunities that may not be provided in a program that is set-up and administered by the home institution.

One program, and the focus of our attention in this study is offered by the University of Georgia. The UGA 2000-2010 strategic plan states:

In order to serve Georgia and Georgians in the 21st century, the University of Georgia must accelerate dramatically its international dimensions in a variety of ways by strengthening its current international programs that have achieved international distinction; by establishing new academic programs focused on the international dimension of academic disciplines; by increasing the number of languages taught and the variety of methodologies for teaching languages; by increasing the number of students engaged in study programs of the Franklin College of Arts and Sciences and by developing UGA Study Abroad Centers throughout the world; by integrating multicultural awareness into student, faculty, and staff orientation programs; and by enhancing relationships and partnerships with multicultural populations, both locally

and through the state, that allow for success in a global economy and promote a climate where inclusiveness and diversity are respected as core values of the state's flagship institution (University of Georgia, 2000b).

The university recognized and embraced the fact that the United States and the State of Georgia are enmeshed in processes brought about through globalization and diverse interactions in cultures and foreign regions.

This study will use the metaphor of an unraveling tapestry as a means of characterizing the student experience. As in the unraveling of a tapestry, one must look both at the warp (the threads that go up and down in fabric) and the weft (the threads that go side to side in fabric), as the many factors that go into a successful study abroad opportunity. In this metaphor, the study abroad tapestry is a two-layer cloth, taking warp (in this case, experiences brought to the study abroad program, etc.), and mixing it with the weft (in this case, other experiences provided by the study abroad program itself, etc.). The tapestry represents cultural competence, the movement from ethnocentrism to ethnorelativism. On closer inspection of this tapestry, however, one might find small pockets of unwoven or undeveloped areas representative of the lack of certain activities necessary to achieve cultural competence. As in a mastered weaving of a tapestry, one can observe its design and beauty on one side of the cloth, just as the "surface" descriptions of study abroad programs claim that their programs develop "global citizens." Yet, when this tapestry is turned over, one is presented with something far less attractive and even unrecognizable. This "underbelly" presents itself in the form of a lack of preparatory learning and follow-up of the student experience.

This metaphor, the unraveling tapestry, would prove to be particularly useful to this study because the focus is on observing how participant goals and motivations interweave with their study abroad experiences. It is in this interweaving that the emergence of awareness may form new attitudes, understanding and purpose for such a program.

Research Questions

The purpose of this study, therefore, is to answer the research questions by analyzing the results of five in-depth case studies of university students with regard to their self-identified goals and motivations for participating in a study abroad experience. Interest in investigating the goals and motivations of university students who travel abroad and ascertaining whether these goals and motivations affect their experiences abroad, as well as an interest in this experience as a transformative process were the central themes of this research. Further analysis of quantitative student responses determined the ability of the study abroad program to support each student's movement from an ethnocentric viewpoint into one of ethnorelativism,. A preparatory model is proposed that may further develop worldmindedness through global citizenry – a main goal of the UGA study abroad program.

Central questions addressed include:

- Did students find that their goals and motivations helped propel active engagement abroad (moving from an ethnocentric to ethnorelative viewpoint?)
- Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)
- Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

- What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

In this study, a purposive sample was utilized to provide a variety of students' experiences abroad. Narrative descriptions from each participant of the study were gathered and analyzed. Quantitative measurements helped give another dimension to what was known about the study participants immediately prior to and after the completion of the study abroad experiences. These measurements helped assess students' growth from ethnocentrism to ethnorelativism during and after the program. Personal goals and motivations of each student will be discussed.

Statement of the Problem

Significant numbers of higher education students seek to supplement their traditional studies, and study abroad experiences appear to have become a popular choice for them given increased enrollment in such programs. To date, however, few studies exist that assess the impact of student-identified goals and motivations as a continuing process both during and after their engagement abroad. Findings from tangentially related studies, as described in the literature review, indicate that participation in such programs has yielded mixed results in areas such as the impact of the study abroad experience, student motivation and goal setting, student sensitivity to global issues, the learning environment, learning outcomes, and instructor training and preparation.

However, the extent of supporting evidence available regarding the roles of self-identified goals and motivations in university students through emergent engagement abroad was minimal. This may be due to the limitations of the research designs and/or a lack of focus on this student aspect of study abroad.

Subjectivity Statement

The theme of this research is on the role of self-identified goals and motivations in university students. How those goals and motivations were actualized through student emergent engagement on a study abroad program is another thematic aspect. The motivation of the researcher to conceive this project is due to firsthand experience in a study abroad program 34 years ago. The researcher recognized that a personal and psychological transformation took place during and after the experience. Interests in study abroad remained constant through the work as a former study abroad advisor, and an advocate for study abroad to the student body of the University of Georgia. Specific responsibilities included the design of posters, flyers and brochures promoting study abroad, providing student orientations and presentations related to study abroad and international education offered to student groups and organizations. These presentations included study abroad fairs, campus dormitory presentations and off-campus high school presentations.

Also relevant are past experiences as a committee member on the Study Abroad Strategic Planning Committee, as well as participation on various committees through the University System of Georgia such as the System Council on International Education, European Council, Study Abroad Committee, and the Review Committee for Collaborative International Programs.

Personal knowledge of the administrative underpinning in the development and management of such study abroad programs raised the issue of potential researcher bias. Recognizing this ethical consideration, the researcher remained conscious not to sway the participants' responses to any of the questions asked. This study was undertaken with the goal of critically approaching an area the researcher knows well as a practitioner. The

researcher carefully guarded against observer bias in the data collection and kept a close rein on personal expectations.

Summary

The stated goals of this faculty designed semester-long study abroad travel experience for tertiary students attending the University of Georgia, as offered through the Studies Abroad in the South Pacific (SASP) program, were as follows:

- to provide the highest quality, most intellectually and personally challenging and satisfying study abroad experience possible for both students and staff
- to provide programs accessible to a diverse body of students by keeping them as affordable as possible and providing courses suitable for students of all majors and backgrounds
- to use the program as an education framework for developing a body of future scholars and leaders who understand the complex, multi-faceted, global nature of human-environment problems. This reflects ... [the] philosophy that the global conservation of natural resources and application of solutions is not just an issue or problem for scientists or politicians, but requires a well-educated and informed citizenry with a global perspective, sophisticated environmental understanding and sense of responsibility and stewardship
- to guide students to high personal standards of global citizenship, environmental stewardship and inter-cultural competence. [It is believed] ... that students themselves are significantly enriched not only academically but also personally by well-managed international experiences, and these are areas where ... [the program] hope[s] to have a significant impact on a student's own philosophy and values
- to be at the forefront of redefining study abroad as not only a valid academic enterprise, but as an extraordinary one that far surpasses the impact of traditional campus-based instruction (University of Georgia, 2009b, p. 6)

The goals and motivations for students who participate in such a program have not been studied previously. Through naturalistic inquiry, this study aimed to capture the experience for a select number of participants. The final results provide information based on common themes that prevail through each individuals experience as a participant.

As for the structure of this thesis, Chapter 2 forms the basis for the study through an in-depth review of literature related to the impact of study abroad via student participation, student motivation and goal setting, student sensitivity to global issues, learning environment, learning outcomes instructor training and preparation, and finally, preparatory models for study abroad programs. The literature related to these areas was examined to determine the potential impacts these experiences have on the participants and to describe current preparatory models affecting student experiences.

Chapter 3 describes the purpose of this study, the procedural processes for human ethics, the methodology, the research design, data collection, and finally, responsibility to the participants and the field of study.

Chapter 4 describes the analysis of the qualitative and quantitative data obtained. Case studies were generated giving demographic information, thematic developments, further discussion, and conclusions for each case study. The case studies are varied in length due to differences in the amount of data collected on each participant. There was a considerable difference between individuals based on their willingness and ability to divulge information.

Chapter 5 proposes a preparatory model, the Adapt, Adopt, Adept Model for Study Abroad, designed to prepare students studying abroad for active engagement in their host countries. The preparatory model includes pre-departure coursework, active engagement with the local population through activity and volunteer opportunities as well as reflective aspects of the time abroad, and re-entry into the host country related activities.

Chapter 6 contains the conclusions, illustrates the significance of the field of the study, assesses its implications for future practice, and concludes with recommendations for future study.

Chapter 2. Literature Review

The literature in international education relevant to this research on study abroad shows a healthy recent increase in the output of articles, papers, and information since 2000. Many of the articles are tangentially oriented; however, few precisely speak directly to the specific point of the research discussed in this thesis. Therefore, this review will address a specific gap in the literature. This review advances the collective understanding of the available scholarly work by informing both the writer and the reader of many areas of interest within the context of study abroad. The specific methodology used in the literature reviewed is indicated in figures and may be found at the end of each theme. Creswell (1994) states that three benchmarks should be met with a literature review “to present results of similar studies, to relate the present study to the ongoing dialogue in the literature, and to provide a framework for comparing the results of a study with other studies” (p. 39). Although this review provides wide latitude within the multi-faceted field of study abroad its contextual foundation gives a focused stability upon which this study firmly sits. Further, the synthesis and summary of the literature helps to provide a basis for both the methodological and theoretical considerations of this study and any future work that may be undertaken.

Various themes relating to the purpose of this study were chosen for the review of relevant literature and will be explored below. More precisely, the following seven major topics were considered:

- Impact of the study abroad experience via student participation;
- Student motivation and goal setting;
- Student sensitivity to global issues;
- Learning environment;
- Learning outcomes;

- Instructor training and preparation;
- Impact of the study abroad experience via student participation;
- Preparatory models used to help student participants.

Impact of the Study Abroad Experience via Student Participation

To understand the goals and motivations of students, one must first consider what impact the study abroad experience may have on those who participate. In 1988, Carlson and Widaman evaluated the transformative process. They discovered that the students who had long-term living or learning experiences outside their home country were most likely to have a greater depth of international sensitivity. They determined that there was a reasonable link between attitude and behavioral adjustment. These results were aligned to those detailed by Koester (1985), who provided evidence that individuals who had travelled abroad had better attentiveness to international affairs and were more aware of what was taking place politically while abroad.

Similarly, Allen (2010) examined a group of foreign language instructors who participated in a study abroad program in France. The study was centered around determining an increase in proficiency in the French language, growth in cultural knowledge, changes the participants may have made in their curriculum/instructional practices based on their program abroad, and any impact that the program had on their professional lives outside the classroom. Interestingly, the largest impact was on the professional lives outside the classroom, as results showed that a large amount of networking had taken place through sharing of ideas, resources, and advice to others in their profession. The study showed that an increase in rekindled excitement for their profession had "rejuvenated" the passion the instructors had for providing language learning to their students.

There seems to be a relationship between the amount of time individuals spend abroad and their international sensitivity. In Straffon's study (2003), high school students who attended an international school were measured for their intercultural sensitivity. Straffon reported that there was a statistically significant relationship between intercultural sensitivity in students and the time spent in an international setting. He concluded that it is essential for teaching faculty to incorporate curricula that model intercultural values and provide opportunities for cultural immersion through interaction with host nationals. This combination is believed to benefit the student learning experience and provides an essential element for a successful experience abroad.

Tims and Miller (1986) measured the impact of a study abroad experience. They indicated that there was a correlation between students who possess a positive cognitive perspective toward a given country and their perceived attitudes toward that country. According to their research, prolonged contact with concepts of the host culture is related to open-minded attitudes. These open-minded attitudes of the host culture are linked to the expansion of reasoning and experience that form individual concepts and convictions.

In addition, a study by Long, Akande, Purdy and Nakano (2010) focused attention on student observational and data collecting skills through exercises such as conversing with local populations in order to gain a better understanding of culture, and thereby provided students with opportunities for reflecting on their own cultural assumptions. In this emic model, opportunities for student engagement in the program planning prior to the trip led to more ownership of the program. Through this opportunity for student engagement in the program planning, skills were obtained such as organizing and working together as a team. Students were able to broaden their cultural assumptions by reflective analysis of the cultural contexts of the host country. As indicated in the paper, "The students were clearly engaged in

the process of planning and executing the trip in constructive ways that contributed to both their academic and life skills learning.” (Long, et al., p. 107).

To assess student strengths and weaknesses through pre- and post-tests measurements, Williams (2005) used the Cross-Cultural Adaptability Inventory and the Intercultural Sensitivity Index. She specifically compared intercultural adaptability and intercultural sensitivity before and after the study abroad program. Her results confirmed that the greatest predictor of intercultural communication skills is exposure to cultures outside the home country. Another study, however, was less inclined to generalize about student sensitivity to global issues based on participation in international experiences. Kim and Goldstein (2005) indicated that previous travel experience did not significantly correlate with expectations of study abroad. Several attributes of travel involvement were evaluated, including the length of time of the travel experience, how many experiences outside the home country had taken place, the point of the travel experience, and the specific regions visited.

Most changes in student perceptions while abroad did not last a significant amount of time once they had returned to their home environments according to Nash (1976). Nash indicated that the measurement may have been flawed due to the make-up of students who had left “significant others” in the home country. Nash believed this separation from loved ones caused a lack of self-confidence that could not be attributed to the overseas experience. Additionally, he suggested that several students suffered from poor self-esteem and they were responsible for producing a negative response from the group as a whole.

In another study that reported some challenges faced by study abroad programs, Engle and Engle (2002) expressed criticism of American student participation in study abroad programs where faculty of the home institution was responsible for its conception and management. Their misgivings are multi-layered. They focused on the ability of reliably

trained faculty members to implement successful cultural and linguistic interactions for their participants prior to the study abroad experience. With regard to wider student cultural sensitivity, they questioned the ability of students to discern fundamental differences when so many of the programs take place in countries that have “Americanized” their culture. This “Americanization” allows the student to fixate on those things that feel comfortable, or on the similarities to their home culture. This may become a negation of the opportunity for personal growth and cultural deepening by setting up a virtual parallel world. Recognizing that most higher education institutions promote greater numbers of student participation in study abroad without clarifying that the student must temporarily relinquish the culturally conceived self in order to be exposed to the essence of the other culture, Engle and Engle encourage faculty to construct opportunities “such as a realistically evaluated academic work and serious examination of fundamental cultural assumptions” (p. 36). In so doing, “It will allow ... students to bear witness to a changing world; testify to the sacrifice of traditional cultures pushed economically to conform; see and live, while time still allows, other ways of organizing society, of solving problems, of conducting human relations; preserve in some small, respectful way their legacy” (Engle & Engle, 2002, p. 38).

To provide meaningful information to the field of study abroad, Table 1 indicates the methodology used by each researcher in the reviewed articles relating the impact of student participation on the study abroad experience.

Table 1: Impact of the Study Abroad Experience via Student

Studies	Qualitative	Quantitative	Mixed Methods
Allen (2010)	X		
Carlson and Widaman (1988)		X	
Engle and Engle (2002)	X		

Studies	Qualitative	Quantitative	Mixed Methods
Kim and Goldstein (2005)		X	
Koester (1985)		X	
Long, Akande, Purdy and Nakano (2010)	X		
Nash (1976)		X	
Straffon (2003)	X		
Tims and Miller (1986)			X
Williams (2005)		X	

Student Motivation and Goal Setting

As long as six decades ago, Gullahorn and Gullahorn (1958) studied the motivations of university students who experienced study abroad. They found that the major goals of these students were to increase professional potential, expand their understanding of another culture, advance their second language skills, participate in an adventurous travel experience, and benefit from the expertise of a specialist in a specified field of study. Yet in a study by Fornerino, Jolibert, Sanchez, and Zhang (2010), it was found that today's U.S. college students' most enduring motive to study abroad comes from an inherent desire for personal gratification. Major barriers to participation include estrangement from family and socio-economic constraints making it impossible for some students to attend. The study also inquired whether goals or values were more highly regarded in the determination of behavioral intention within the specific culture from which the participant originated. It was determined that goals were tied to behavioral intent, whereas values were approached intuitively.

Similarly, Stroud's (2010) examination found that students who desired to improve their understanding of other cultures were found to be at least twice as likely to study abroad than those who did not desire this understanding. It was also stated that students were less likely to study abroad if they lived within 100 miles of their institute of higher education, if they lived at home, or if they were from specific fields of study such as engineering, architecture and medicine, including physical and occupational therapy. These results were similar to findings in other studies (e.g., Thomas & McMahon, 1998; Dessoff, 2006; and Salisbury, Umback, Paulsen and Pascarella (2009). Salisbury et al. (2009) explored some of the influential considerations in the process of choosing a study abroad program, some of which included, but were not limited to, fiscal considerations, promotion of cultural access, cognitive and employment applicability, and curricular feasibility. One of the areas considered in the study was parental socioeconomic status, which was closely related to the student intent to study abroad. The higher the socio-economic family background the greater the desire and financial capacity to engage in a study abroad program. There were other interesting findings in this study; namely, that students who were interested in reading and writing were more likely to study abroad.

In delving into two students' motivations and goals, Dowell's (1996) research found that goals, motivations, and attributes of students participating in study abroad had a direct effect on the personal experiences of those individuals. The students were able to understand different cultural interpretations through personal experiences and observations within the host culture. The backgrounds of these individuals also factored significantly into the primary focus of the students' participation while abroad.

An earlier study by Gudykunst, Wiseman, and Hammer (1977) examined the attributes of students prior to involvement in study abroad and how those attributes determined the success of the program. In this study, guidelines were established for potential participants

that included asking them to comment on subjective characteristics such as empathy, open-mindedness, tolerance, and their ability to perceive differences and similarities in the home and host cultures.

Grisbacher (1991) completed a review of literature on the psychological adjustment of sojourning students. He noted that individuals who possessed such qualities as self-assurance, worldmindedness, respect for the host culture, and personal motivation had favorable experiences while studying abroad. He also found that individuals who actively sought out interactions within the host culture found greater benefits and more satisfying personal rewards in the experience, compared to those who sought companionship and other means of self-assurance from within the home culture participants.

In a related study looking into self-determination theory (SDT), Deci and Ryan (2000) found that humans lean toward organization and integration of an expansive scope of social contexts, motivations, goal constructs, well-being development, and mental health. Maintaining a balance within the individual's psychology is essential to the development of personal goals toward positive aspects in contrast to potential negative outcomes and performance. It is therefore essential that individuals have a supportive social context within which to delve into personal "autonomy," ability and kinship.

Chirkov, Lynch and Niwa (2005) researched the goals of students studying abroad through a measure of cultural orientations. These orientations were meant to demonstrate cultural fit. They also demonstrated cultural distance and used variables to predict cultural adaptation. Individualistic and collectivistic societies were assessed with the recognition that individualism gives priority to the individual over the group, while collectivism gives priority to the group at the expense of the individual. It was determined that both individualistic and

collectivistic societies provide appropriate conditions within their own culture for positive social integration, psychological growth, and personal well-being.

In a 2010 study, Gertner investigated whether students have similar or differing mental images of study abroad destinations (country locale) at the time of program selection. The mental image of specific destinations was operationalized by way of cognitive and affective elements. The cognitive elements were presented to the subjects by means of 12 bipolar adjectives, while the affective elements were measured on a Likert-type scale using 4 bipolar items that measured difference. The results of the descriptive analysis indicated that there were very few differences in country images when considering them from a tourism versus study abroad perspective; therefore, students' perception about the destination would have been similar to that of a tourist. Gertner concluded that study abroad marketing should take into consideration the positive or negative perceptions of specific countries, and that understanding a student's perception of a country could be advantageous to the marketing process.

Also of relevance is the work of Chirkov, Vansteenkiste, Tao & Lynch (2007), who researched Chinese students studying full-time in Belgium and Canada. They focused on the students' goals and motivations to study abroad. They found that goals and motivations had a direct relationship with adaptation to the host culture and to the academic success of the students while abroad.

Other socio-psychological factors involved in the motivation to travel abroad include the push-pull theory. A simple explanation of the push-pull theory concerns the desire for individuals to migrate because life circumstances push them out while a new circumstance will pull them there. Correia and do Valle (2005) studied this push-pull dynamic in the decision of individuals to go to exotic places, and found that personal motives (push motives)

and tourism marketing (pull motives) together explain choices for study abroad. This particular concept was highly suggestive; not from a tourism marketing perspective, but from the “marketing” to students that takes place on university campuses. Universities market their programs knowing that a student has a much better chance of attending a study abroad program in a country that seems desirable to them. For example, when marketing a program to England, you’ll often see pictures like “Big Ben,” the “London Eye,” “Stonehenge,” etc. even though the program may not actually visit those places per se; it is a way to capture the imagination of the student because those “iconic” places may seem desirable. However, it should be made clear that this article was written specifically for the tourism market and is included here because of the close association between the tourism and study abroad markets.

The increase in student awareness surrounding issues of sustainability (in consideration of social equity, environmental protection and economic viability) informed the work of Jamrozy (2007). This research was read by scholars in tourism marketing as a new paradigm involving a transformation from a highly economic endeavor to a more holistic, sustainable approach. Recognizing that students are consciously aware of social equity, environmental sustainability, and a deeper appreciation of the effects of tourism/travel on the host country, Jamrozy suggested a shift in the way tourism be marketed in the future toward sustainability. He also suggested that the integration of tourist motivations with host culture sustainability provides a more holistic balance in tourist marketing literature and introduces a model for sustainable tourism.

An overview of the type of studies provided in the articles related to student motivation and goal setting is indicated in Table 2.

Table 2: Student Motivation and Goal Setting

Studies	Qualitative	Quantitative	Mixed Methods
Chirkov, Vansteenkiste, Tao and Lynch (2007)		X	
Chirkov, Lynch and Niwa (2005)		X	
Correia and Oom do Valle (2007)		X	
Deci and Ryan (2000)	X		
Dowell (1996)			X
Formerino, Jolibert, Sanchez and Zhang (2010)		X	
Gertner (2010)		X	
Grisbacher(1991)	X		
Gudykunst, Wiseman and Hammer (1991)		X	
Gullahorn and Gullahorn (1958)	X		
Jamrozy (2007)	X		
Salisbury, Umbach, Paulsen and Pascarella (2009)		X	
Stroud (2010)		X	

Student Sensitivity to Global Issues

Milton Bennett's (1986, 1993) and Bennett and Hammer's (2001) Developmental Model of Intercultural Sensitivity (DMIS) provides theoretical insights into the empirical measurement indicated in the Intercultural Development Inventory (IDI). Figure 1 presents a comparison of the IDI to the DMIS and how both scales relate to the ethnocentric/ethnorelative continuum.

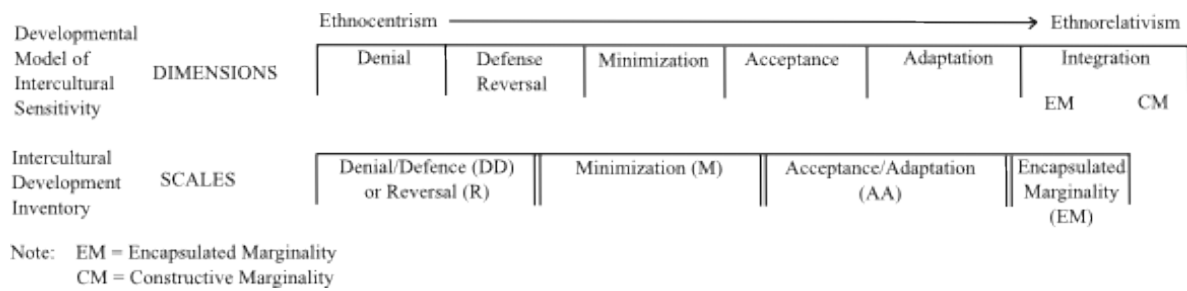


Figure 1: Developmental Model of Intercultural Sensitivity

Ethnocentrism generally means that individuals believe their culture, customs, values, and language are the norm by which to judge every other group and that other ways are less acceptable or desirable. Ethnorelativism is on the opposite spectrum from ethnocentrism in that individuals are able to see their culture, customs, values, and language as one of many acceptable constructs of society.

World-view orientations, as distinguished by the DMIS, are primarily categorized as ethnocentric and ethnorelative constructs. To have a comprehensive understanding of how the DMIS and IDI compare, one must acknowledge the way in which sensory and social occurrences are central to the DMIS. Numerous inferences form the foundation of the DMIS and how it is measured by the IDI. Initially, Bennett (1993) introduced the idea that cultural differences are created through individual experience and are based on phenomena. Secondly, he surmised that those worldview orientations lie on a continuum from ethnocentricity to ethnorelativism. The individual may progress along this continuum through training and/or experience. Thirdly, the individual's ordinary inclination towards cultures and people who are seen as different from their own culture may be measured through the IDI. And, lastly, an individual's adjustment in the area of cultural difference may be shaped in terms of the individual's home country social status.

Clarke et al. (2009) found that the student participants who studied abroad, in contrast to those that who did not, scored higher in three out of five subscales of the IDI. Cultural

pluralism, efficacy, and interconnectedness were noted as showing significant differences. No significant differences were found in the areas of responsibility and globalcentrism. The study also disclosed significantly higher levels of intercultural communication and openness to diversity in students who studied abroad versus their on-campus counterparts. Results also showed higher scores in all three stages of ethnorelativism and the final two stages of adaption and integration in those who studied abroad.

Richardson (1993) suggested that attitudes toward international education improved in relation to its prominence within the academic major, when alumni from diverse majors were surveyed. Richardson established that in specific majors (i.e., social science and human ecology), responses to issues of culture were positive depending on the attention given to questions of internationalization within those specific departmental programs.

Similarly, students who were educated within systems that promote internationalization, both in and out of the classroom, tend to score higher on attitudinal measurements towards international education according to a study by Sharma and Klasek (1986). In addition to sensitivity toward global issues, some of these measurements included the development of international professional intent, empathy for cultures outside their own, and participation in activities that have international components. Whereas Lewin (2009) states the collective priority of student sensitivity to global issues will be found in the fostering of global citizens. This nurturing is taking place by means of the way tertiary institutions prepare their students for the ongoing process of globalization. Lewin suggests that the following five influences are taking place:

1. internationalizing campus learning by preparing for globalization of the workforce;

2. achieving the values of the institution through study abroad opportunities for its student population;
3. drawing attention to a particular type of study abroad that is inclusive of global citizenship oriented program design;
4. engaging students who study abroad, and
5. providing the opportunity for students to study abroad across socio-economic backgrounds.

Likewise, Olson and Kroeger (2001) who looked at global competency and intercultural sensitivity in educators, determined that language proficiency mixed with substantial periods of time abroad (defined in their research as living abroad for more than 3 months and having repetitive experiences in the same place), increased the level at which the study participants scored in intercultural sensitivity according to the Developmental Model of Intercultural Sensitivity (Bennett, 1986, 1993; Bennett and Hammer, 2001). Olson and Kroeger (2001) suggested hiring interculturally adapted individuals to support globalization in learning opportunities to provide international professional development for faculty and staff. He added that ongoing and inclusive use of second language and cultural teaching should be part of the process of bringing a campus to the fore in internationalization.

Westrick's (2004) study of the effects of service-learning experiences was measured using the IDI as a measure for determining intercultural sensitivity. Service-learning experiences were integrated into the curriculum at an international school. The study did not show that the duration of engagement or service-learning directly increased intercultural sensitivity. In order to secure ethnorelative encounters over ethnocentric reflections, program directors were warned of the need for cautious evaluation of the service experiences along

with learning aspects. Westrick's (2004) article is relative to this study as service-learning has historically become a more emphasized part of the study abroad experience.

Pederson (2010) found that there was no significant difference in IDI scores between a study abroad group versus a group of students who stayed home to study. Further conclusions reached in this study indicate that international education schemes are critical for students in tertiary settings and that they must go beyond standard academic content to become interculturally effective. It is suggested that becoming interculturally effective could have a beneficial learning outcome for students. Encouragement of curriculum design and learning opportunities are suggested as a way to increase ability and knowledge on a broader scale.

An overview of the methods used for studies related to student sensitivity to global issues may be found in Table 3.

Table 3: Student Sensitivity to Global Issues

Studies	Qualitative	Quantitative	Mixed Methods
Bennett (1986)		X	
Bennett (1993)	X		
Bennett & Hammer (2001)			X
Clarke, Flaherty, Wright & McMillen (2009)		X	
Lewin (2009)	X		
Medina-Lopez-Portillo (2004)			X
Olson and Kroeger (2001)	X		
Pederson (2010)		X	
Richardson('93)		X	
Sharma+(1986)		X	

Studies	Qualitative	Quantitative	Mixed Methods
Westrick(2004)		X	

Learning Environment

The learning environment of the study abroad experience was examined by Boyle, Nackerud and Kilpatrick (1999) on a student exchange in Mexico. Cultural immersion, home stays, language study in a traditional classroom setting, experiential site visits to social work collaborators and social service agencies, and visitation to and participation in cultural sites and events provided participants with a broad view of learning. The researchers described experiential learning as a utilization of cross-cultural education and suggested that participants returned to their home institution with a greater ethnically sensitive educational experience.

In support of this notion, Duke (2000) suggested that curriculum delivery through multiple methods could be a good approach for study abroad programs. His examples of site visits, examination periods during the study abroad program, journal writing for active learning, project and oral presentations are all seen as helping students' awareness of curricular integration and the study abroad experience.

Additionally, Katula and Threnhauser (1999) focused their studies on the emergent academic orientation of the "expanded classroom" (p. 238) through experiential education. The value of spontaneous engagement in authentic circumstances was considered highly important to the program they studied. Faculty training was conducted with the intention that students would comprehend the meaning of such experiences and how those experiences enhanced their learning.

Biniecki (2010) researched the areas of formal, non-formal, informal and lifelong learning (LLL) resources that are often consolidated into educational outreach programs. In this study, specific attention was paid to the construct of knowledge by learners, the environment in which learning was best obtained, and how students self-identified their own constructs of knowledge. Biniecki indicated that outreach education in the form of studying world affairs through study abroad has the potential to broaden the knowledge construct of international education in general.

In another project, Jiusto & DiBiasio (2006) took a close look at the developmental elements of learning that promote life-long learning (LLL) within the study abroad context and self-directed learning (SDL) initiative. Through the data collected in the study, it was found that objectives such as research skills, critical thinking, and expression scored higher after the Global Program Preparation was given to participants who studied off-campus. Because the results were drawn from a common student cohort, the changes in learning objectives were believed to be related to the learning environment of the study abroad experience. The researchers, however, note that there is a clear indication that the instructive intent of students' education is on-going and, therefore, it is critical that assessment of learning methods and results continue to be compared between on- and off-campus learning environments.

As important as immersion in the host culture may be to the student studying abroad, the full impact of this experience may not be fully observed until the return of the student to the home culture. This was considered with regard to constructive functioning in foreign societies and was the focus of Flack's (1976) work. He described the need to consider all the parallel factors, including multiple levels of learning that enter and affect the dynamics of intercultural learning. He suggested that there is a potential for social change as those

individuals return to the home country with new ideas regarding political, professional and economic ideologies.

Taguchi (2008) explored specific aspects of the learning environment of two groups of second language learners: a group of Japanese students learning English in Japan, and a group of Japanese students learning English on a study abroad program in the United States of America (USA). Results indicated that both groups made great strides in comprehension and meaning. However, it was believed that the group studying in the USA had higher scores than their counterparts most likely due to the way they were able to have associative practice by means of cultural development in casual and everyday living circumstances.

In a tangential study looking at the learning environment of international students studying at a Danish university, and from the perspective of an employer, Tange (2008) addressed the areas of faculty and staff dealings with international students. The study accentuated the need for faculty and staff to be trained in intercultural communication in order to assist international students with issues related to cultural transition, their learning environment in regards to potential educational differences, and general pastoral care of such a body of students. The central theme discussed in the research is that it is essential that faculty and staff have a base of intercultural understanding so the students from abroad may have a successful experience of internationalization. The findings of this study may be applied to both faculty who teach international students, and teachers who instruct study abroad students.

Table 4 provides a methodological overview of the articles provided on learning environment.

Table 4: Learning Environment

Studies	Qualitative	Quantitative	Mixed Methods
Biniecki (2010)	X		
Boyle, Nackerud & Kilpatrick (1999)			X
Duke (2000)	X		
Flack (1976)	X		
Jiusto and DiBiasio (2006)		X	
Katula and Threnhauser (1999)	X		
Taguchi (2008)		X	
Tange (2008)	X		

Learning Outcomes

It is important for the study abroad community, the universities that are promoting and funding them and the parents and students who pay to participate, to understand how students learn during the study abroad experience. Thus, Sutton and Rubin (2004) began a learning outcomes research initiative with over 20,000 students within the University System of Georgia over a five-year period. They attempted to find evidence of enhanced learning outcomes by considering functional knowledge, knowledge of global interdependence, knowledge of cultural relativism, knowledge of world geography, verbal acumen, interpersonal accommodation, and cultural sensitivity. Their published research shows that the study abroad experience appeared to be effective in influencing the first four of the seven learning outcomes that were examined. The remaining three were not significantly affected by the study abroad experience.

In a 2010 article regarding the GLOSSARI (Georgia Learning Outcomes of Students Study Abroad Research Initiative), Sutton and Rubin (2010) indicated that:

Study abroad does not undermine educational outcomes, it doesn't undermine graduation rate, it doesn't undermine final GPA (grade point average). It's not a distraction.... At worst, it can have relatively little impact on some students' educational careers. And at best it enhances the progress toward degree. It enhances the quality of learning as reflected in things like GPA. (cited in Anonymous (2010), p. 8)

In a different three phase study, Ingraham and Peterson (2004) focused their attention on student learning through student self-assessment, faculty perceptions of learning outcomes resulting from the study abroad program, and student database analysis from the home institution. In terms of student self-assessment, they found that longer program lengths resulted in stronger post-survey responses. Both educationally and intellectually, they found that it was more difficult to determine if students learned “*more or differently* [original emphasis]” (p. 9). Through database analysis they were able to study corollary findings such as demographic information.

However, it was Paige, Cohen and Shively (2004) who measured the impact of using the text *Maximizing Study Abroad: A Student's Guide to Language and Culture Strategies and Use* on second-language learning and intercultural learning abroad. This mixed methods research used measurements obtained through the IDI and the Strategies Inventory for Learning Culture (SILC) to determine pre- and post-test scores. Both measurements provided quantitative validity and reliability along with student e-journals, which added a qualitative component to this study. The data showed that students' use of the text had positive results in their study abroad experience.

In another study related to outcomes and environment in learning, Rea (2003) researched differences in responses and outcomes to international curricula offered both on- and off-campus at Hiram College in the USA. The data implied that individuals on the study

abroad program showed increased affective and behavioral changes, while in the on-campus classes were more cognitively affected.

Through considering learning outcomes in the curriculum, Bosworth, Haloburdo, Hetrick, Patchett, Thompson and Welch (2006) examined methods by which nurse educators stimulated students' insights about internationalization. It was determined that providing students with international opportunities for learning, would lead to far-reaching perspectives on nursing and healthcare. They recognized that long-term outcomes, such as cultural sensitivity toward patients of the home culture, could emerge.

Donnelly-Smith (2009) discuss ways short-term programs abroad and the learning outcomes help make the experience successful. In looking at best practices, Donnelly-Smith suggests five considerations:

1. Start with strong, clear academic content.
2. Make certain faculty are comfortable and competent with experiential teaching.
3. Ensure integration with the local community.
4. Bring lecturers from the host country.
5. Require ongoing reflection for both individual students and the group as a whole.

(p. 13)

It is in this last "best practice" recommendation that learning outcomes can be assessed.

One of the faculty who was interviewed for the article indicates that:

[w]e have class for seven weeks before the trip, and the students have to keep a journal every day that they are abroad. When they're back, they write a research paper on one of the themes of the course. Many students continue with these themes and eventually expand their papers into senior theses. (Donnelly-Smith, 2009, p. 14)

Research by Vande Berg, Balkcum, Scheid, and Whalen (2004) investigated learning outcomes in study abroad programs at a number of higher education institutions. These

included areas such as intercultural learning, learning within specific disciplinary contexts, and second-language learning. The Simulated Oral Proficiency Interview (SOPI) and the IDI were used as pre- and post-test instruments. The findings indicate that four key criteria for learning within a disciplinary context are aptitude in the areas of disciplinary knowledge, ability to find global and societal solutions to disciplinary subjects, capacity to work within multicultural teams, and awareness of ethical and professional responsibility. In this study, students who did not participate in study abroad were used as the control group and were found to have not progressed as much in those criteria as their study abroad counterparts did.

What has also emerged from the research studied is that providing educational opportunities in the host country has the potential to be beneficial to the local population as well as to the visiting students as Kitsantas and Meyers (2004) indicate in their research. Classroom activities centered on intercultural learning and understanding prior to departure on a study abroad program provided continued growth in cross-cultural development while abroad. Therefore, it was suggested that courses offered to American students might also be offered to local students in the host country in order to enhance cultural awareness and learning.

In a different study, language acquisition outside the classroom and within the curriculum of the study abroad program may be problematic for some instructors. In fact, Wilkinson (2002) raised concerns about such skills outside the structured classroom while on study abroad. She noted diligence in assisting students in learning correct grammar and refining their usage of foreign language. She also indicated the continued need for close monitoring of participants so that they would not regress in their language skills and usage. In this particular study, however, Wilkinson was pleased that the native-speakers regularly used proper grammar and corrected the US students on improper verbal exchanges in conversation. Similarly, in a longitudinal study of 15 years, Davidson (2010) observed

students from USA educational institutions who studied the Russian language for 8-, 16-, and 36-weeks in Russia could be expected to acquire a relative level of skill acquisition and learning outcome respective to the periods of immersion. Additionally, other areas of consideration included demographics such as age, gender, previous language acquisition “levels of control of language structure.” An increase in proficiency was found as there was a direct relationship between students’ learning outcomes and their length of time spent abroad.

In a related article, Tarrant (2010) developed a short-term, faculty-led study abroad program to the South Pacific and researched a framework that supported global citizenry. The framework included concepts in areas of civic obligation, environment and justice as key issues to values, beliefs, and norms. The study provided ways in which to confirm learning outcomes through specific instructional delivery and content in programs abroad.

Taking a different approach, Engle and Engle (2004) focused their attention on student learning by comparing the design of the study abroad program with broader measures of second-language acquisition and intercultural sensitivity. This long-term study provides the field with information gathered over an eight-semester period, and offers one of the few opportunities to read about the construction of a program based on the identification of student learning outcomes. Unlike many programs that have been designed with a locale in mind, this program was designed with desired learning approaches and outcomes. Thus, the curriculum was developed through content-based instruction and this had a positive impact upon the educational structure of the content design.

Likewise, DiBiasio and Mello (2004) assessed the theory and practice of integrating the curriculum of an entire institution with its program and curriculum design. Similar in scope to Engle and Engle’s (2004) study, the student learning outcomes, curriculum development, and field work were designed to meet the needs of the student before locale was considered.

The curriculum development and learning outcomes were the primary focus for this program. The locale was chosen based on those outcomes being best met. The study determined that students on the study abroad program met their learning goals to a greater extent than those students taking classes in the USA.

Table 5 provides an overview of the methodology used for studies related to learning outcomes.

Table 5: Learning Outcomes

Studies	Qualitative	Quantitative	Mixed Methods
Bosworth, Haloburdo, Hetrick, Patchett, Thompson and Welch (2006)	X		
Davidson (2010)		X	
DiBiasio and Mello (2004)	X		
Donnelly-Smith (2009)	X		
Engle and Engle (2004)		X	
Ingraham and Peterson (2004)			X
Kitsantas and Meyers (2004)		X	
Paige, Cohen and Shively (2004)		X	
Rea (2003)	X		
Sutton and Rubin (2004 and 2010)	X (2010)		X (2004)
Tarrant (2010)	X		
Vande Berg, Connor-Linton, and Paige (2009)	X		
Wilkinson (2002)	X		

Instructor Training and Preparation

Through institutional requirements, the teaching faculty must meet the needs of both the international students on the home campus, as well as the national, and in some cases, the international student traveling abroad. The following research accesses the preparation and training required to meet the demand.

Bennett (1995) and Melnick & Zeichner (1995) believe that building a “*cultural consciousness*” among pre-service teachers is essential to mainstreaming a multicultural curriculum into classrooms at all levels. They both discussed strategies on how to explore cultural identity within the instructor and student populations. Bennett stated that it is essential for pre-service teachers to be conscious of the expected changes from monocultural to multicultural understanding. Furthermore, in his view, maintaining an appreciation of differing cultural viewpoints would help pre-service teachers develop a better understanding of their students and integrate multicultural education into the curriculum.

In the work of Cushner (2007), teacher training and the need for increased intercultural expansion in education were studied. Preparedness for globally minded instructors who then impart intercultural ideals such as working together, communication, and understanding of differences to their student base were discussed in this article. He suggested that the overseas experience is part of such a curriculum in teacher training. Cushner concluded that connections within the framework of learning experiences could be met by forging appropriate international affiliations. Providing such experiences would be one avenue for producing the context within which pre-service teachers could begin the process of multicultural training.

In a similar vein, Van Hook (2000) considered the role of the teacher educator as a facilitator of intercultural sensitivity through course content and methodology. Through her

research, she found that maintaining an awareness of the developmental stages, as outlined in the IDI, could assist in preparation of the curriculum. She described the use of the IDI group profile as a starting point in curricular preparation. Better curricular planning of the study abroad experience can include providing students with opportunities to expand on cultural differences while simultaneously assessing cultural sensitivity changes with statistical measures.

There is a belief within the study abroad field that international education starts on the campus through a commitment to cultural diversity and opportunity. Sharma and Mulka (1993) also believed that institutional commitment to international education programs directly relate to students' perspectives toward global concerns. Their study confirmed that students who participate in international activities on the campus of their home institutions were much more likely to form international attitudes. Sharma and Mulka recommended that US campuses continue to sponsor the advancement of international education activities that might lead to the community and institutional enrichment through research and advocacy of cultural diversity. This study speaks directly to the desired outcome of student development in international attitudes, regardless of where they are taught (home campus or study abroad program).

This idea of commitment to cultural diversity and opportunity is also discussed in Olson and Kroeger's (2001) study. They surveyed 52 faculty and staff of the New Jersey City University to assess the relationship between their international experiences and global competencies as indicated by the IDI. The study concluded that, through the institution, support needs to be provided, as an ongoing commitment to the faculty and staff, in the areas of global, intercultural, and professional development in order to create a more internationalized campus.

Schneider (2003) researched strategies for internationalizing teacher education and found that institutional strategic planning in the following areas would aid in the advocacy of international education: academic, career and study abroad advising; faculty development through workshops, curricular development, travel, and course revision; change in degree requirements; and the addition of internships and service-learning opportunities abroad. Recommendations were made for state government, accrediting agencies, professional associations, institutions of higher education, schools, and colleges and departments of education to become involved through outside funding opportunities and participation in future research.

Martens (1991) examined the process of teacher participation in the German Marshall Fund's Teacher In-Service Training Seminar held in Germany during the summers of 1988-90. The participating teachers indicated that they had a desire to motivate their own students to learn more about international affairs. Many stated that although their colleagues did not understand the importance of their work abroad, they felt that a bridge was built between their institutional affiliation, personal friendships, and collegial relationships, all leading to a more insightful view of the country.

Transformation in pedagogy and curricular change were highlights of an examination conducted by Hanson (2010). Student responses to a more transformative approach to learning indicated a preference to holistic learning through an internationalized curriculum. The course model included service learning, local outlooks, and connections to a wider worldview. The approach was well received by students and resulted in "lots of learning without realizing it" (p. 82). Removing perceived institutional restrictions, which usually occur in the classroom learning environment, opened the students to more effective immersion experiences that included their reflections on personal learning processes (i.e., their role in the community, realization of differences in approaches to life, etc.). Hanson

encourages educators to consider changes in curricular practices to reach more students through international engagement.

Melnick and Zeichner (1995) looked at “teacher education for cultural diversity” (p. 1) and found that evidence is less than persuasive in determining the extended impact of strategies to inform teacher educators in specific areas of cultural study. Their conclusions suggest that the long-held beliefs of teacher educators in the higher education institution have not been appreciated. It is suggested that the time spent in the classroom on diversity efforts do not meet the mandates of research and publishing as required by the higher education institution. The researchers believe that there is no reasonable evidence in the existing literature as to the “long-term impact on teachers and their practices or on teacher education institutions and their faculties” (p. 19).

Moreno-Lopez et al. (2008) constructed a program to provide faculty teaching abroad with an interdisciplinary approach to learning. They analyzed the after-course preparation surveys to determine if curricular outcomes were met through this attempt at curriculum integration. In this specific case, language instruction was integrated into the curriculum in a content-based course that was taught abroad and provided immersion opportunities to a cohort of students. It was determined that it was essential that the language faculty provide students with a more comprehensive perception of how their language expertise is experienced both in the home country and abroad.

Phillion et al. (2009) looked at middle class, Caucasian, female pre-service educators to understand the perceived challenge of these individuals to serve, and to be culturally sensitive to migrant students from a low socioeconomic demographic for whom English is a second language. Another level of complexity involved the need to provide a level of intercultural qualification to these pre-service teachers. Study abroad was a consideration for the pre-

service teachers because a desired outcome was to integrate “multicultural issues and global issues” (p. 333) by means of a “social justice framework” (p. 334). The results indicated that the study abroad experience provided these pre-service teachers with a way to use traditional teaching approaches in a concrete application abroad. There were also opportunities for reflection on their own view of self in the classroom in conjunction with their relationship to their students. It was suggested that practice and reflection about diverse worldviews had the potential to facilitate informed inquiry.

Lastly, Wright (2010) investigated specific conditions in the preparation of a study abroad experience for clinical nurses. She determined that faculty supervision of the participants would be too intense by nature of the increased time of each clinical experience. Numerous considerations were taken into account such as curriculum needs, practical student needs (i.e., passport acquisition, accommodation, extracurricular activities, etc.), as well as institutional requirements.

The methodology used in the research related to instructor training and preparation for study abroad programs may be found in Table 6.

Table 6: Instructor Training and Preparation

Studies	Qualitative	Quantitative	Mixed Methods
Bennett (1995)	X		
Cushner (2007)	X		
Hanson (2010)	X		
Martens (1991)	X		
Melnick and Zeichner (1995)	X		
Moreno-Lopez, Saenz-de-Tejada and Smith (2008)	X		
Olson and Kroeger (2001)	X		
Phillion, Malewski, Sharma and Wang (2009)	X		

Studies	Qualitative	Quantitative	Mixed Methods
Schneider (2003)	X		
Sharma and Mulka (1993)		X	
Van Hook (2000)	X		
Wright (2010)	X		

Preparatory Learning

Preparing students to study abroad involves more than providing logistical information. The preparation itself has the potential to provide cognitive, affective, and behavioral aspects of adjusting to the intercultural experience that the individual will be exposed to abroad (Brislin & Yoshida, 1994; Martin & Harrell, 1996; Paige, 1993). In the articles that follow, a number of preparatory learning strategies are investigated.

In Braskamp et al. (2009), it was determined that the active learning provided through the study abroad experience had an initial positive impact on global learning. This particular study encompassed a holistic approach of providing a learning environment that extends to the whole person by addressing learner's cognitive and personal development through increasing his/her spiritual-, corporeal- (awareness of body), and relational-awareness. In the learner's self-assessment, the largest increase was in the cognitive domain as the study abroad program provided first-hand opportunity to experience cultural differences. However, the study also indicates that the learning acquired while on the program might not be sufficiently internalized by the student in a way that adequately impacts their knowledge base and critical thinking skills.

In this mixed-methods study, DiMaria (2012) administered the Cross Cultural Adaptability (CCAI) inventory as a pre-test measuring their perceived preparation toward new cultural experiences abroad to 2 groups consisting of 100 student participants. After the pre-

test, fifty of the participants participated in experiential activities designed to prepare them for unfamiliar environments and fifty participants experienced the standard orientation provided by their corresponding program. Both groups were given the CCAI as a post-test after 2-3 weeks of being in the host country. The outcome of DiMaria's work indicated that the group provided cultural preparation adapted better to acculturation.

Goldstein and Smith (1999) examined the impact of a cross-cultural immersion program on 42 student participants abroad. The results showed that those students who attended the immersion program demonstrated a greater cross-cultural adaptability than those students who did not participate in the immersion program. The specific areas of improvement included emotional resilience and the ability to remain flexible and open-minded.

Jackson (2009) evaluated the results of a 14 weeks preparation course of students from Hong Kong who planned a short term, 5 week, program to England. During the preparatory course, ethnographic theory and practice were the focus where skills were taught and practiced as part of the learning experience. Some of the topics covered included, but were not limited to, code-mixing with a local family, adjustment to cultural differences, interviewing techniques, analytical skills devoted to critical incidents, and reflective journal keeping. Writing and interviewing activities were practiced before and during the program. The Intercultural Development Inventory was given to participants (13 students) at the beginning of the preparatory course, at the end of the preparatory course and after the program abroad. Jackson ascertained that those students who developed a more intricate and refined understanding of the differences of culture, grew more competent in their intercultural sensitivity. As suggested in this study, a "well-planned pre-sojourn preparation, adequate socio-emotional support during the sojourn, and post-sojourn debriefings can prompt and sustain deeper levels of language and intercultural learning" (p. S69).

Martin and Harrell (1996) claim that an important aspect of a reentry training program is to develop an understanding of the way personal identity changes during the study abroad program, as well as, the readjustment impact on returning to the home culture. Martin and Harrell outline a four part reentry and career development model that emphasizes (1) pre-departure training; (2) the overseas experience; (3) pre-entry; and (4) re-entry. The researchers contend that the pre-departure focus may include country-specific information, foreign language training, logistical information specific to the institution, psycho-social support systems, cultural adjustment training, and an introductory session on reentry expectations and concerns. The overseas experience maintains focus on the host culture, country, history, family, academic life and developing professional relationships. The pre-entry segment emphasis is on home-country logistics such as academic requirements, career development concerns, transfer of academic credit, up to the minute details on current sociopolitical climate, as well as expectations and potential challenges regarding reentry. The reentry focus is on readjustment to the home country. Martin and Harrell believe that providing time for student reflection on the experience abroad will impact the academic, professional and personal goals of each participant as they readjust to the home country.

Zemach-Bersin (2008), a Wesleyan University graduate in 2007, recounts her semester in India and Nepal as a time of struggle with the discrepancies of her program rhetoric and her individual perceptions of the program. “Caught between a study abroad education that demanded that I ‘fit in,’ and an experiential reality that forced me to think critically about what it means to be an American abroad, I found I had not been prepared with the necessary tools to fully engage with and learn from my experiences” (p. A34). Zemach-Bersin indicates that she was not given the opportunity for structured reflection as a necessary part of her time abroad. Once she returned to her home country, she felt “confused and

unable to respond to the flood of questions” (p. A34) regarding her program abroad. It was then that Zemach-Bersin was confronted with the following questions of her program:

“Why had we not analyzed race, identity, and privilege when those factors were informing every one of our interactions? Why was there never a discussion about commodification when our relationships with host families were built on a commodified relationship? Wasn’t a history of colonialism and contemporary imperialism affecting the majority of our experiences and influencing how host national viewed us? Was there nothing to be said about power dynamics of claiming global citizenship (p. A34)?”

Zemach-Bersin was disappointed to have never had the opportunity to discuss these questions during her program abroad. She believes that participation in a study abroad program is not sufficient (on its own) to achieve the goal of becoming a global citizen.

Table 7 provides an overview of the methodology used for studies related to preparatory learning.

Table 7: Preparatory Learning

Studies	Qualitative	Quantitative	Mixed Methods
Braskamp, Braskamp and Merrill (2009)		X	
DiMaria (2012)			X
Goldstein and Smith (1999)	X		
Jackson (2009)			X
Martin and Harrell (1996)	X		
Zemach-Bersin (2008)	X		

Study abroad preparatory training requires a cross-cultural focus. The dilemma is dynamic and diverse perspectives are needed to bring an increased awareness of the challenging culturally biased assumptions. Through various approaches to student preparation for study abroad, the contributions are designed to assist students cross-cultural boundaries successfully.

As indicated in the literature review, the themes included impact of the study abroad experience via student participation, student motivation and goal setting, student sensitivity to global issues, learning environment, learning outcomes, instructor training and preparation as well as preparatory models used to help student participants. There is a gap in the literature on conducting the type of research about a study abroad program that this thesis incorporates. Knowledge gained through this literature review and the data collected in this research provide the necessary support to answer the research questions reiterated below:

- Did students find that their goals and motivations helped propel active engagement abroad (moving from an ethnocentric to ethnorelative viewpoint?)
- Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)
- Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

- What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

Chapter 3. Methodology

In this chapter, the purpose of this study, research design, data collection, responsibility to participants, human ethics considerations, the locations of the study are described, and followed by a brief summary. In order to establish the context for this methodology, it is important to restate the following Research Questions that guided this study:

- Did students find that their goals and motivations helped propel active engagement abroad (moving from an ethnocentric to an ethnorelative viewpoint)?
- Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)
- Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)
- What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

Purpose of This Study

The purpose of this research was to answer the above Research Questions and contribute to the body of knowledge in the field of study abroad. To answer the questions, it was determined that the methodology should present the personally perceived encounters of the participants who lived their own experiences, while recognizing that the finds are specific

to them and may not be generalizable to other contexts. Based on the lack of in-depth qualitative research in this field and following the guidelines of Lincoln and Guba's (1985) "naturalistic inquiry" method, it was determined that the most appropriate way to conduct this study was with the production of case studies of five tertiary students. In addition, it was determined that particular quantitative instruments would provide confirmation of findings provided by the qualitative data.

Methodology and Research Design

In this study, qualitative data were collected and analyzed using a naturalistic inquiry framework as described by Lincoln and Guba (1985). Additional quantitative data were collected for the purpose of measuring changes in attitudes over time, in addition to establishing convergence or triangulation of quantitative and qualitative data. According to Creswell (2003), a concurrent triangulation mixed method design strategy can be used to confirm, cross-validate, or corroborate findings within a study.

A naturalistic inquiry framework was an appropriate methodology for this study, as this type of inquiry provided versatility in working with the multiple perceptions that were obtained by the study participants. Through Lincoln and Guba's axioms, the following rules were followed throughout the data collection and analysis processes:

- Inquiry was value-bound,
- It was impossible to distinguish causes from effects as all entities were in a state of mutual simultaneous shaping,
- Only time- and context-bound working hypotheses were possible,
- Knower and known were inseparable, interactive,
- Realities were holistic, constructed and multiple. (Lincoln & Guba, 1985, p. 38)

One of the characteristics of naturalistic inquiry is the use of purposive sampling. Lincoln and Guba (1985) indicate that “purposive sampling can be pursued in ways that will maximize the investigator’s ability to devise grounded theory that takes adequate account of local conditions, local mutual shapings, and local values (for possible transferability)” (p. 41).

In this purposive sampling, five university students who attended the University of Georgia 2006 spring semester study abroad program in New Zealand and Australia were interviewed and asked about their personal goals and motivations for attending the program. A purposive sampling drawn from a previous convenience sampling was used. This sampling was drawn from a group of the students used in the researcher’s dissertation study entitled, *The Effects of Study Abroad Experiences on College Students’ Sensitivity to Global Issues* (Arrington-Tsao, 2006). In that study, the aim was to determine if there were differences in learning environments between a familiar, on-campus classroom setting at the home institution in Athens, Georgia, and in an experiential context on a multi-country study abroad program in both New Zealand and Australia.

In that study, the IDI was given to 71 participants of which 39 were on-campus in the home country and 32 were study abroad participants. In the present study, the five students in this purposive sampling were obtained from the group of 32 in the 2006 study. To gain further insight into the individual participants’ levels of “worldmindedness” in the present study, as described in the IDI, there was a preliminary investigation of their responses and scores. However, responses to specific questions obtained from the pre- and post-test information will be presented in narrative form as to provide and inform the clear intentions of each participant. The participants in this study were required to have completed both the pre- and post-tests in 2006 to qualify for this research.

A broad spectrum of variables was studied including goals, motivations, increases/regressions in worldmindedness while abroad and individual learning styles. Taking a broad view of both intrinsic and extrinsic motivations, the students were asked about their goals and motivations. These questions were loosely structured in order to ascertain their memories of the study abroad experience. Based on their responses, the continued inquiry was open-ended and provided structure to recreate their thoughts and reflections at a personal level. Through free thought, the researcher encouraged the participants to reveal their thoughts, ideas, motivations, and goals for their participation in the study abroad experience. However, it should be indicated here that the researcher kept a list of potential topics, based on themes addressed in the literature review, to use as prompts should a lull in the conversation take place, or if the participants had difficulty recalling details of the program. Topics included self-awareness toward the host culture within an international community, self-concept, daily experiences while living abroad, beliefs and/or attitudes toward the program, and practices that may be changed to facilitate the program.

The initial data collection plan included approximately five sessions of less than 45 minutes each to complete. The data were collected and analyzed. Data were kept anonymous and names were changed to protect the identity and maintain the confidentiality of all participants. By taking this measure, the risks to the participants were minimized. Participant consent was mandatory according to the guidelines provided by UC and UGA Human Ethics committees. The provision of transcripts of correspondence ensured an accurate representation of participants' responses. Sensitivity to, and respect for cultural differences, was inherent through the process. An information letter and a consent form requiring a signature prior to participation in the study were sent to participants, outlining that they were free to disengage from the study at any time without consequence. It was made clear that if participants chose to no longer participate in the study, the information/data collected would

be destroyed and not used. It was also understood that should a participant become upset or require any help beyond the scope of the abilities of the research, appropriate direction would be given. Fortunately, no such situations took place during the study.

Data Collection

As previously mentioned, naturalistic inquiry (Lincoln and Guba, 1985) was utilized as the conceptual framework, data-collection, and processing method, and provided a holistic approach to obtaining information from a purposive sampling of participants. The data were obtained using numerous processes.

The first opportunity to collect data from the participants was through the use of Blackboard. Blackboard is an open source course management system (CMS) used by many tertiary institutions to provide a web interface for their courses. A Blackboard “course” was set up for participants in this study. An individual login and password was given to the participants to access the course. Once accessed, a short video clip of the researcher introducing the study was made available, the data collection process was explained and appreciation expressed to the students for their participation. There was also a PowerPoint presentation of photos of New Zealand sights that the students were likely to have seen during their time abroad. This presentation was provided to encourage conversation and begin the process of reflection. And lastly, there were three initial questions asked of all participants. Those three questions served as the access point for further collection of data:

1. What were your motivations to apply for and participate in a study abroad program?
2. Once you had decided to participate, what kinds of goals or expectations did you have for yourself?

3. How did participating in and completing the program affect your motivations and goals for other aspects of your life?

As indicated previously, there were several processes used for data collection. With each participant, the processes were tailored to their preference of communication. The communication preferences included internet chat, email correspondence, face-to-face interviews (with two of the five participants), sharing of photographs, reflective journals (involving two of the five participants) and data provided from the IDI and KLSI instruments – two assessment instruments with adequate reliability and validity.

Developmental Model of Intercultural Sensitivity and Intercultural Development Inventory

The Developmental Model of Intercultural Sensitivity (DMIS) originated as a construct of observed knowledge obtained by individuals who were in intercultural graduate programs, sessions, exchanges and workshops by Dr. Milton Bennett. He noticed some common ways in which these individuals obtained their intercultural competencies. In using a framework of cognitive psychology, Dr. Bennett was able to systematize the observations into six stages of increased sensitivity to cultural difference. Each stage indicated a specific structural worldview with specific sorts of cognitive processing, attitudes and behaviors. It is important, however, to realize that the DMIS is a model of the development of a worldview structure as opposed to one of attitude change or skill procurement. The Intercultural Development Inventory (IDI) is an empirical measure of “intercultural sensitivity” based on the DMIS and also created by Bennett (M. J. Bennett, 1986, 1993).

During the initial development of the IDI, eight guidelines for instrument development were followed. The theoretical foundation of the DMIS, as developed by Bennett (1986, 1993), was used to help in the determination of what was being measured. Generalizability of

the developmental model of intercultural sensitivity was based on clinical assessments and determined through grounded theory by determining if people from different cultural backgrounds express cultural differences in distinct ways. At this point, Bennett developed an interviewing guide, trained the interviewers and conducted pilot interviews with individuals from widespread cultures. Reliability results from the interview data were analyzed. From this information, an item pool was generated based on cultural bias as reflected in the data collected. A determination was made regarding the format for measurement. It was determined that a Likert scale with equally weighted items would be used. Pilot testing was performed and further revision completed. The instrument was sent to a panel of experts, selected for their demonstrated knowledge and expertise in the intercultural field and for their familiarity with the DMIS. The experts were asked to categorize each of 239 items of the IDI. Through this categorization along with concerns regarding clarity and conciseness, the instrument was refined to 145 items. With continued work to validate the instrument, the IDI was eventually revised to a 50-item scale through factor analysis, and reliability analysis, resulting in an instrument with good reliability and construct validity.

The reliability and range of scores for the five main dimensions of the DMIS were as follows: (1) Denial/Defense (DD) scale consisting of 13 items of the 50 item instrument ($\alpha = .85$, with a range of 55 - 85); (2) Reversal scale consisting of 9 items ($\alpha = .80$, with a range of 71 - 85 as indicated by the EM); (3) Minimization scale that consists of 9 items ($\alpha = .83$, with a range of 86 - 115); (4) AA (Acceptance/ Adaptation) scale consisting of 14 items ($\alpha = .84$, with a range of 116 - 145); and (5) Encapsulated Marginality scale that consists of 5 items ($\alpha = .80$).

Construct validity of the IDI was established through relationships between the scales of the IDI and the Worldmindedness Scale (Sampson & Smith, 1957; Wiseman, Hammer & Nishida, 1989) and Intercultural Anxiety, assessed with a modern version of the Social

Anxiety Scale (Stephen & Stephen, 1985; Gao & Gudykunst, 1990). Negative correlations between the Worldmindness Scale and the Ethnocentric stages of the IDI (Denial, Defense and Minimization) were found. In contrast, positive correlations were found between these same stages and Intercultural Anxiety. The expected positive correlations were found between the Worldmindedness Scale and the Ethnorelative stages (Acceptance, Cognitive Adaptation and Behavioral Adaptation). These same stages correlated negatively with Intercultural Anxiety. In other words, ethnocentrism, as measured by the IDI, is related to attitudes reflecting less worldmindedness and more discomfort with different cultures.

IDI pre- and post-test information was gathered (Intercultural Communications Institute, 2003; SPSS, 2005) in order to investigate the motivations and goals. Qualitative questions were used to assess goals and motivations and the IDI was used to confirm whether student goals and motivations were sufficient to move them toward active engagement (ethnorelativism). The IDI was based on the Developmental Model of Intercultural Sensitivity (DMIS) created by Milton Bennett (1986). The construct of the DMIS was based on a stage model. Through an intricate grounding in theory, six stages of increasing sensitivity to cultural differences were arranged. Each stage signified specific worldview orientations. Within each of these orientations, behaviors and attitudinal changes supported the development of that cognitive structure. The ethnocentric stages of the DMIS included denial, defense, and minimization. As an example, an individual may experience denial by believing their home culture was the only genuine culture. The individual then maintains this belief through isolation from physical and/or psychological differences. Defense was the belief that the culture of the home country was the only “good one” and any differences in the culture of the host country was inferior. Minimization was experienced when one’s worldview was internalized as culturally universal. As an example, these individuals saw

differences in cultures as shallow; therefore, they were viewed as relatively similar to their own home culture, thus, minimizing the differences.

The ethnorelative stages of the DMIS include acceptance, adaptation, and integration. Individuals experience acceptance through differences in constructs of their personal state of existence (reality). In this example, these individuals had accepted that cultures were complex. These complexities were not judged but discerned as different. Adaptation was recognized as the aptitude of an individual to change perspectives from the home to host culture, and vice versa, with ease. These individuals, for example, may undergo a cultural experience similar to that of an individual from the host country. Integration was one's worldview knowledge of self and how this worldview knowledge may flow effortlessly from one culture to another.

The first three DMIS stages make up those areas that relate to ethnocentrism and continue through to the second three stages making up those areas that relate to ethnorelativism. From the first stage of ethnocentrism to the last stage of ethnorelativism, we see a crescendo-type effect moving from a naive perception to one of sophistication. Bennett defines ethnocentrism as "meaning that one's own culture is experienced as central to reality" and ethnorelativism as "meaning that one's own culture is experienced in the context of other cultures" (M. Hammer and M. Bennett, 1998, 2001). The three stages of ethnocentrism begin with the least sophisticated assumption of cultural difference and begin its rise to those of even more sophistication. In that order, the three stages are denial, defense/reversal, and minimization. The continued stages from ethnocentrism to ethnorelativism continue the rise of sophistication, just as in the previous dimensions and are named acceptance, adaptation and integration. Integration is divided into two areas entitled 'encapsulated marginality' and 'constructive marginality.'

An exploration into the descriptions of each stage will help in the understanding of both the role of the DMIS and the IDI instrument. Work will begin with the least sophisticated of the areas that relate to ethnocentrism and continue through to the most sophisticated of the areas that relate to ethnorelativism.

Ethnocentrism: Denial/Defense (DD Scale; numeric range 55-85) Discussion

Denial

Concerns and obstacles seen in the denial cluster of the IDI (Intercultural Development Inventory) DD scale may be interpreted in terms of the denial stage within the DMIS (Developmental Model of Intercultural Sensitivity). The basic interpretation of denial, in this cluster, shows a general indifference to cultural distinction. This could also include a basic retreat from people of other cultural groups. It is noted, too, that within the DMIS we see that individuals who are in the denial worldview recognize little difference between their own culture and that of another culture. This tends to camouflage crucial characteristics of a group of people with whom one might associate.

In some ways, denial may be viewed as an absence of a cognizant purpose. However, with the absence, an indifferent consent becomes the norm. This has the potential to cause individuals to become unmotivated to learn much about the intercultural encounters available in and outside their lives. Although this may be viewed as a relatively neutral disposition, there is a vulnerable underbelly to this situation. As an example, if an individual is put into a culture without adequate orientation or preparation, they may find themselves unable to cope with the new environment for social, emotional and physical reasons.

Individuals at this stage of development may embellish their own culture and lack the ability to have ideas outside what is directly familiar to them. It is important for individuals who live in this area of denial to develop ways to separate differences in cultures in order to

recognize the peculiarities of both their own and other cultures. However, this should be a gentle incorporation lest a speedy departure back to the old and familiar notions occur.

Defense

An antithetical perception of ‘us versus them’ becomes the major interpretation of this IDI cluster and is viewed via the DMIS defense stage. Using supremacy as the basis to view one’s own culture and/or the disparagement of other cultures may become common in those who exhibit defense characteristics.

From a theoretical viewpoint and through the DMIS, this ‘us versus them’ paradigm may work from either relevant culture. ‘Us’ may either be the host culture or the home culture and the opposite would be ‘them’ for each example. Therefore, when shifted to the host culture as ‘us’, this would presume a reversal to this model.

Those who exhibit characteristics primarily in the defense cluster show signs of threat to the principles of their home culture as they experience a deepening discernment of other cultures. Because this individual will ascertain a certain fundamental and simplistic worldview of the other culture, they are likely to be quite elementary and less complicated than their view of their own culture . . . this is due to the antithetical perception of ‘us versus them.’ ‘Us versus them’ also equates to ‘good versus bad’ and continues to become a dynamic that is polarizing.

When initially contemplating the differences between denial and defense, it may emerge that defense may be a more destructive framework from which to evolve; however, it is important to recognize that this threat is a precursor to the necessary step toward experiencing a cultural construct of ‘equal but different.’ The task then becomes to move these individuals from defense concerns toward the appreciation of differences and similarities or toward minimization.

Ethnocentrism: Reversal (R Scale; numeric range 71-85; a sub-section of Defense and determined by EM) Discussion

As indicated in the defense stage above, when the idea of “us versus them” shifts or switches meaning where “us” become undesirable and “them” become good, individuals with this view of the world tend to frown upon their own culture and see all the admirable traits of the other culture. Banks (1988) indicates that individuals from outside a host culture who are in early stages of ethnic development “absorb the negative ideologies and beliefs about his or her ethnic group that are institutionalized within the society.” The flip side of this situation would be that individuals from the host country may shun their own culture in support of the oppressed people of the non-dominant group. This can be a bit tricky because on the upside it may appear that these individuals are more sensitive to culture; however, at the heart of it there is still the polarization of cultures . . . the change came with the mid-point of the area of ethnocentrism. When approaching individuals who have tendencies toward reversal, it should be interpreted as an alternative form of the DD scale of ethnocentrism. It should be noted here that neither of the students who fell into the Defense scale were also in Reversal because they were both resolved in their scores of EM (encapsulated marginality). This means that they are not confused by cultural perspectives outside their home culture and is observed in the scores obtained through their IDI assessment.

Ethnocentrism: Minimization (M Scale; numeric range 86-115) Discussion

The IDI M scale makes central a worldview construct within the DMIS minimization stage that encompasses the idea that cultural distinctions are assembled into divisions of familiarity. In fact, those in minimization may have the conviction that all people are generally similar regardless of cultural differences and/or the belief of fundamental empathy

with humanity . . . in terms of having similar guidelines by which they live their lives. Those individuals who score in the M scale on their IDI will have awareness of other cultures and may speak openly about the general knowledge of the culture. This general knowledge may be quite superficial in nature and likely may be framed around their culture as reference. The imposition of their perspective, based on their own culture, most likely will be unconsciously used as a framework for organizing other perspectives.

Ethnocentrism is theoretically related to this minimization worldview due to the permutations of a single human reality and because that reality is one's own. This makes it quite difficult for the individual to see that there are many different constructs in which one may live quite autonomously. In other words, these individuals, at their deepest level of understanding, experience their own reality as the universal standard from which everyone should work. As an example of this, an individual working in minimization might use the "golden rule" in another culture . . . do unto others as you would have them do unto you . . . yet the "others" may not want to be treated that way. This becomes very difficult for this individual to understand and may come away with their feelings hurt.

To achieve an increased level of cultural self-awareness would be a very good goal for a person working through minimization. Coming to an understanding and acceptance of the cultural context by which they are living (outside the home culture), allows them to appropriately transition out of minimization and into the ethnorelative stages of acceptance/adaptation.

Ethnorelativism: Acceptance/Adaptation (AA Scale; numeric range 116-145)

Acceptance

The IDI Acceptance cluster shall be expressed by way of the DMIS Acceptance stage. This stage is described by recognizing an extension of associated levels of cultural difference.

In this recognition, there will be a widening of perception in both behavioral and value appreciation of the host culture as well as an acknowledgement of cultural differences.

Within this stage of development, the individual will be able to compare and contrast their own culture and that of other cultures in detailed ways. Within this ability, there is also the ability to recognize levels of humanity that may be found in common with their own and a culturally different society.

In terms of the clusters discussed herein, acceptance is considered the opposite of defense. Those in acceptance find those cultural differences interesting rather than threatening. With this difference in understanding comes a development of intercultural awareness. Seen here, too, is a sort of ‘cognitive leap’ through cultural assumptions that have been understood to be relative within the cultural context.

Adaptation

The Adaptation cluster of the IDI will be interpreted by means of the Adaptation stage within the DMIS. Adaptation is viewed as recognizing a definitive shift in the cultural framework. This may be seen as a shift of behavior and/or a shift of reference for the individual dealing with the adaptation worldview. Those that fall in this cluster of adaptation have a proclivity toward understanding biculturalism and have the skill set to, at least, be able to perceive at least one additional culture in addition to their own. Through this perception, the individual is able to take on the role of conduit between the home and host culture. This individual, too, has the ability to behave in befitting and genuine ways. The distinction between adaptation and acceptance is narrow. Typically, it includes the IDI AA Scale along with the cognitive (perception) “frame-shifting” and the behavioral “code-shifting” to the development of cultural difference. It is more associated with the beginning level of becoming part of the individual’s consciousness.

To be truly entrenched in Adaptation, one would view their own culture and the culture of another in equal terms. There would be no leaning toward one or the other. This shift in perspective allows elaboration of either culture. In this ability comes self-reflection. With self-reflection comes the ability to choose whichever cultural framework in structuring reality. With this structuring of reality comes the structuring of behavior. This newly formed behavior emerges by means of the altered perception. This behavior reflects how the individual deals with that ‘code-shifting’ and the manifestation that emerges best from the experience . . . not just knowing about the culture but also about representing the culture.

Encapsulated Marginality (a sub-section of Adaptation)

The EM Scale of the IDI is grasped through the DMIS worldview of Integration. Within this worldview, one’s view of Self is separated from any particular cultural context.

Integration has two indications as conceptualized in the DMIS. The idea of “constructive marginality” is a concept involving being able to maintain that the individual who falls in this category is able to maintain a fluid ability to find cultural context and behaviors within multiple cultures. The second indication is “encapsulated marginality.” Constructive and encapsulated marginality include individuals that are found often in groups such as long-term travelers, global nomads, third culture kids and individuals who view themselves as citizens of the new global village. These individuals are not in great numbers in regards to research availability. The difference, however, is that the encapsulated profile does not sanction an intentional progression in and out of numerous cultural frameworks. A sense of alienation from cultural contexts becomes the experience of encapsulated marginality individuals.

Perceived (PS) and Developmental Scores (DS)

When the IDI is scored, it has the ability to show a Perceived Score (PS) and a Developmental Score (DS) for the individual taking the inventory. The PS (error or validity score) indicates the self-perception of intercultural effectiveness by that individual while the DS more accurately measures that individual's intercultural effectiveness. There is an interesting parallel in Carl Rogers' (1961) humanist psychology work. He calls this concept the "real" and "ideal" parts of the Self and defines it as "incongruity." Within the IDI training, it is emphasized that the difference between the PS and DS scores provides a gap that may be used for goal setting much in the same way that Carl Rogers uses a humanist approach to facilitate individual clients moving closer to Self. Robert Ewen (1998) indicates that the gap between real and ideal Self is correlated to a higher cognitive complexity within the individual personality "that allows us to construe the world in different ways and establish more effective interpersonal relations." Milton Bennett (2004) refers to this idea of cognitive complexity as it relates to the DMIS. He discusses how the continuum of education, experience and self-reflection helps the individual progress toward broader intercultural worldview.

Kolb Learning Style Inventory

The study also included the Kolb Learning Style Inventory (KLSI; v3.1) as a framework for discussion. The KLSI helps to explain the style in which the students learn and how notions, beliefs and assumptions are mastered, as well as how daily circumstances are grasped. Since individuals learn in various ways, the KLSI described how each student's study abroad experience may have been influenced by their learning style, and provided added guidance in developing the preparatory model.

Studies measuring learning style preferences of college students reported good internal consistency reliability with Cronbach alpha coefficients ranging from .77 to .84 for the scale scores of the KLSI (Kayes, 2005). In addition, correlation and factor analyses support the internal validity of the KLSI scales. Evaluating by the standards of construct validity, the KLSI has been widely accepted as a helpful framework for instructional design and curriculum development (Kayes, 2005).

The KLSI provides four styles of learning-described as Concrete Experience (CE; $\alpha = .77$), Reflective Observation (RO; $\alpha = .81$), Abstract Conceptualization (AC; $\alpha = .84$) and Active Experimentation (AE; $\alpha = .80$). Sometimes those are described as experiencing (CE), reflecting (RO), thinking (AC) and doing (AE). The processing continuum that runs on the x-axis includes AE and RO ($\alpha = .82$). The perception continuum that runs on the y-axis includes AC and CE ($\alpha = .82$). See Figure 2 for a visual representation of the Kolb Learning Cycle. These processes make up a four-phase cycle of learning. Individuals begin their learning at a different place in the cycle. Effective learning ultimately involves all four phases. As is observed in each student's KLSI graph in Chapter 4, the placement of points on the graph indicates which of the learning modes is preferred. The closer those points are to the 100% ring on the graph the more that individual uses that way of learning.

It is important to understand that for maximized learning, the full cycle of learning is preferred over a student remaining in their dominant learning style. The study abroad experience may be an ideal way in which to broaden student learning as the environment may be rich and full of differing ways in which to learn. It is important to recognize that although there are distinctive learning preferences for the individual, all components work together to complete the cycle of learning.

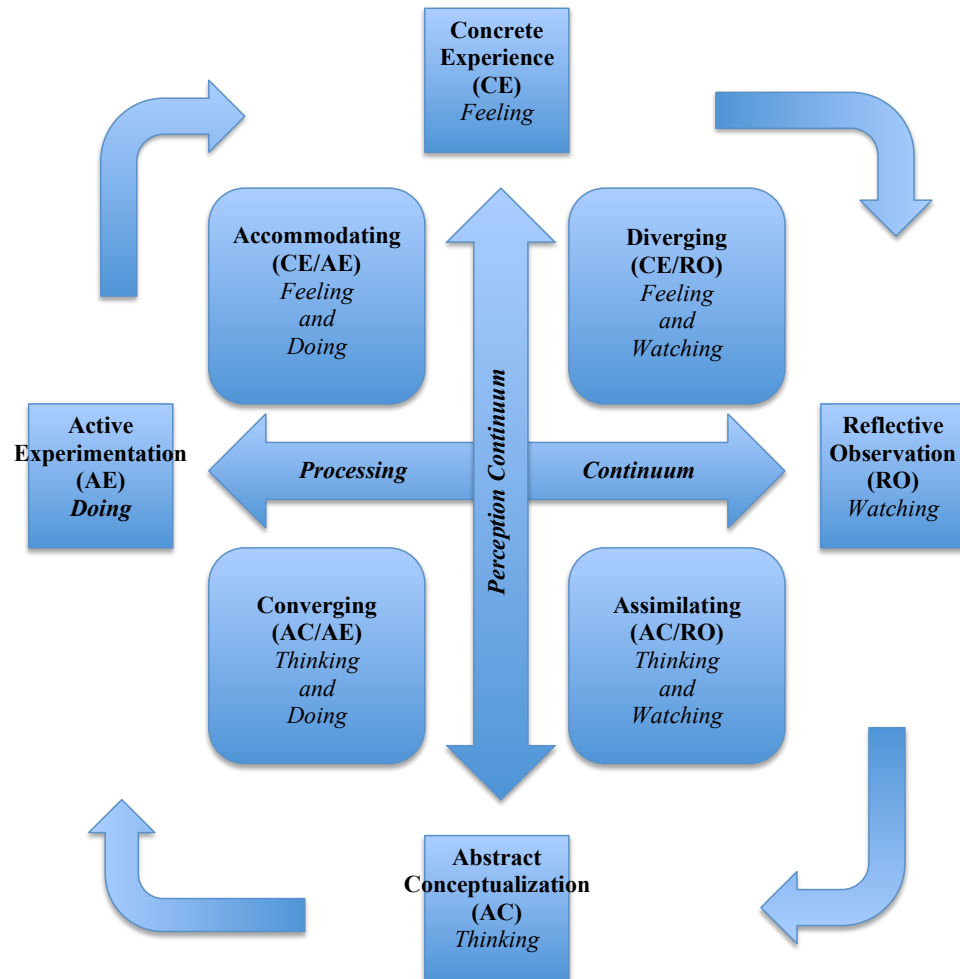


Figure 2: Kolb Cycle of Learning

Data Analysis

Emerging themes, determined through careful analysis of the transcripts of chats, emails, face-to-face interviews, and participant journals, were assembled into a data set for each participant. Photographs obtained were used for memory recall/prompts only, and were not analyzed as data in this study. In an attempt to include all of the important elements, the transcripts were assessed and reassessed to gain insight and detail for identification of themes accurately describing participants' specific experiences. The data set was entered into NVIVO (2008), a qualitative research analysis tool. The program allowed for an analysis of

word usage as well as for the development of reoccurring themes within the text. Each transcript was refined into a descriptive narrative and into tables and figures. All transcripts were returned by email to the participants and they were offered an opportunity to suggest changes. Besides some typographical errors, no notable changes were made to the transcripts. Because many of the goals and motivations led to specific themes that were shared by some participants, the final step included a comparison of those themes that emerged from the data. Any conclusions and suggestions relating to the specific data were determined and reported to provide enlightenment on the subject.

As one aspect of the analysis, word clouds were formed from the individual data sets to prepare figures found in Chapter 4. According to Ramlo (2011), “[t]he consensus [amongst Q researchers] is that alternatives that are more creative may improve communication and be methodologically advantageous. Word clouds are a method of visually representing text data.” Prior to the word cloud production, all researcher questions, remarks, and input were removed in order to obtain only the words and thoughts of the participant. The raw data was then input into a word stemming program developed by Peter Holme (2011) that, through a complex linguistic algorithm, returns words to their original stem (ex., arrive is the stem of arrival, arrivals, arrives, arrived, etc.) Because the NVIVO (2008) program did not have this capacity, there were lots of words used in their final form that were essentially repeats due to variation in linguistic usage of the word itself. The data set, therefore, was entered into the word stemmer program and the minimum number of characters in words was set to 3. The researcher limited the data to 250 of the top ranking words. From this set, 10 – 12 of the most frequently used words and descriptors of the study abroad program were then entered into a word cloud generator (Tagxedo, 2010). Word clouds provide a weighted, visual representation of word frequency used within a data set. Words are weighted solely on the amount of usage provided in the data set. Word clouds were used in this study to provide a

visual representation of the most commonly used words of each participant and to summarize the data set. Ramlo (2011) states “[w]hether quantitative, qualitative or mixed methods are used, researchers seek ways to summarize and display their data and findings such that they maximize communication of their findings.” She adds, “Pictorial presentations of data and findings can allow researchers to observe and communicate more effectively patterns and trends that might not be apparent through tabular or other means of presentation (Dickinson, 2010; Wainer, 2005). In short, visual displays provide a different way for researchers to tell the story of their data (Dickinson, 2010).”

Data Presentation

Case studies are presented for each participant. The case studies begin with an introduction to the participant in the form of demographic information. In this information, gender, age, familial hierarchy, parental occupation(s), participant education background, and employment information is provided. The second section comprises the goals and motivations to study abroad for that individual, with accompanying quotes that support their specific aspirations. Next, a description and analysis of the data in terms of each of the research questions is presented. The discussion of research question one includes the analysis of the Perceived (PS) and Developmental Scores (DS) of the IDI for the pre-, post- and two year assessments and an examination of the location of the individual on the scale from ethnocentrism to ethnorelativism. The fourth section includes an inquiry into the individual’s KLSI score. Discussion of the participants preferred style of learning, and how that style was met for them on the study abroad program will be eventually conveyed. A brief summary of each case study is provided followed by a preparatory model.

Responsibility to the Field of Study

To minimize anticipated risks to the field of international education, the researcher used sound research practices. Such practices included completing a thorough literature review, grounding the research in theory, using solid research design in data collection and analysis, engaging in follow-up sessions with participants as a way of peer checking and validity, using multiple and various sources of data, and providing triangulation in the analysis. With adherence to those measures, the researcher believes that there will be no adverse impact upon the participants of the study, UC, UGA, or upon the field of international education.

Summary

The naturalistic approach of this study provides an intimate description of the experiences of each participant through reflection, interpretation and journals. In addition to the qualitative data, valuable quantitative data from the IDI and KLSI were collected. This data includes a written description of the values and meaningful experiences of each participant. Using the data sources, comparisons provide meaningful and focused understanding of study abroad experiences. Through a holistic understanding of the work comes the proposed Adapt, Adopt, Adept Model for Study Abroad, which is introduced in Chapter 5. The model aims to align the outcomes of study abroad (worldmindedness as measured by the IDI) with the best possible ways for students to attain those outcomes (different learning styles as measured by the KLSI). Thus, this study offers two significant contributions to the field of study abroad in both its methodology, through the use of qualitative and quantitative data to inform program development, and its product, in the form of the Adapt, Adopt, Adept Model for Study Abroad.

Chapter 4. Findings of the Study

Introduction

In this chapter, descriptive information about a one-semester (15 week) study abroad experience for tertiary students from the University of Georgia, USA is provided. Five of the 31 original participants of the program volunteered to provide information about their experiences on this program; specifically about their personal goals and motivations for studying abroad. All participants in the study are identified by a gender relevant pseudonym for the purposes of inference clarification. A naturalistic approach was used in data collection and the presentation of the data included narrative and retrospective accounts of the participants. Two of the five participants were interviewed face-to-face, and were provided copies of their transcripts for review and confirmation. All other collected data were obtained through written journals, emails, and chat sessions. Chat sessions were synchronously acquired online and provided to the participant at the end of the session with the option to clarify anything that was deemed misunderstood by the participant. All chat sessions were approved by the participants. Those experiences abroad served as the primary source of evidence for the developed narrative that follows. The naturalistic approach provided opportunities for in-depth reflection that spanned the analytic process.

Initially, the participants were provided imagery of New Zealand landscapes and places visited on the program, and then asked a series of initial questions via Blackboard. Other questions were provided by various means (i.e., Blackboard, PowerPoint, email, synchronous chat and face-to-face interviews). From these questions, a dialogue was established between the researcher and the participants. To solicit responses and stimulate recollection, the participants were encouraged to share photographs and journals as outlined in Chapter 3. The case studies are presented in no specific order. However, due to several common learning

style indications, individuals were grouped together according to learning styles in this discussion.

All data collected were used in the descriptive analysis except for any shared photographs. From this data, narratives of the experiences, along with relevant information from each individual, are provided in the following information in this chapter. Each piece of data collected was purposefully scrutinized, then combined into themes and categorized to form a coherent context which provided more detail about these students' study abroad experiences. The analysis shows that they also expressed both similarities and differences in their perceptions about the same reported events.

Analysis of the data obtained demonstrates that there are several common themes running throughout the collected information. Initially, comparisons of the data collected on goals and motivations for study abroad are discussed. These comparisons are broken down into categories as follows: Individual goals and motivations, Intercultural Development Inventory (IDI) implications, and Kolb Learning Style Inventory (KLSI) implications. The participants' personal and academic impressions towards the study abroad program will also be discussed. Lastly, a description will be provided of their conative experiences leading to the meaning of self-discovery and influential to their learning during the experience. It is noted that not every participant provided information for every area of discussion. The researcher has made every attempt to accurately represent the experiences of the participants of this study. It should be noted, however, that the meaning of these experiences can only be reflected through the researcher's discernment of the data, and that others may comprehend the data differently.

Goals and Motivations to Study Abroad

The initial questions about goals and motivations to study that were asked to solicit responses were provided with the Blackboard course management system. Those questions were:

- What were your motivations to apply for and participate in a study abroad program?
- Once you had decided to participate, what kinds of goals or expectations did you have for yourself?
- How did participating in and completing the program affect your motivations and goals for other aspects of your life?

The following list of student responses to those questions were divided into the themes presented below. The number in parentheses indicates a similar response by more than one student.

- **Educational Goals and Motivations**
 - To have an educational experience abroad
 - To have a “hands-on learning experience”
 - To pursue educational goals
 - To maintain university enrollment
 - To stay on course to graduate on time (2)
 - To maintain GPA (grade point average)
 - To improve knowledge of New Zealand
 - To learn more about Australia
 - To learn more about the political systems of both countries
 - To participate in a program based on its curriculum perspective
 - To continue having good grades in school

- To gain an international perspective on world events
- **Professional Goals and Motivations**
 - To pursue environmental work
 - To experience a “green” country first hand
 - To pursue professional goals
 - To add breadth to previous outdoor leadership experience
- **Cultural Goals and Motivations**
 - To experience different cultures
 - To experience life in another country
 - To experience a country that didn’t pose a language barrier
 - To go where there were “plenty of new sights and sounds and lots of culture”
 - To learn about the culture of both countries
 - To spend time with the culture
- **Travel/Live Abroad Goals and Motivations**
 - To live abroad
 - To experience life in another country
 - To travel (5)
 - To spend time with the land
- **Personal and Personal Growth Goals and Motivations**
 - Self-efficacy
 - To be independent
 - To take a “break from the ‘routine’ college experience”
 - To meet financial circumstances and stay within a financial budget (2)
 - To be comfortable traveling alone
 - To be open to new ideas and experiences (2)
 - To ‘expand horizons’ and ‘move outside comfort zone’
 - To become ‘more developed and enlightened person’
 - Personal development
 - Make new friends (2)
 - To be far from home

- Adventure
- To meet new people
- **Programmatic Goals and Motivations**
 - To go with a group that is organized and safe
 - To participate in a program based on its unique design

Given that the data were collected by means of naturalistic inquiry rather than through a survey instrument, information was gathered and analyzed for each individual. Some information or circumstances may be reiterated to show evidence of a specific goal and/or motivation. To understand fully the experiences of these participants, a description of each individual in the form of case studies is provided.

Each case study is presented with demographic information, personal goals and motivations for studying abroad, supporting evidence of those goals and motivations within the data and, information gleaned from the Intercultural Development Inventory (IDI) and the Kolb Learning Style Inventory (KLSI). As stated in Chapter 3, the IDI was given to all the participants in this UGA 2006 Study Abroad program to New Zealand and Australia as a pre- and post-test measurement. These results were written up in the researcher's master's dissertation (Arrington-Tsao, 2006) for the University of Sydney, Australia. In addition to the resulting information, the IDI was given to the participants in this study for the third time, two years after the study abroad program.

The Perceived Score (PS) determines where individuals perceive themselves, and is located on a scale from ethnocentrism to ethnorelativism as discussed in the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1986, 1993; Bennett & Hammer, 2001). The difference between the Perceived Score (PS) and the Developmental Score (DS) may

show a wide margin. A comparison of the IDI and the DMIS shows there is an overlap between the scales and dimensions of the instrument as compared to the model.

The findings of the five case studies are organized in the following way: 1.) the word cloud is on the cover page of each case study; 2.) demographic information is presented; 3.) the goals and motivations for each case study are presented in narrative detail; 4.) the Kolb Learning Style Inventory for each case study is presented; and 5.) the four research questions are addressed.

Case Study 1. Dina's Story



Figure 3: Dina's Word Cloud

Word clouds provide a weighted, visual representation of word frequency used within a data set. Words are weighted based solely on the amount of usage provided in the data set. The word cloud, on the previous page, is the first one provided in this study. There will be a word cloud for each of the student participants in this study. These pictorial representations summarized the frequency of the narrative data collected from each student. In order to make this as understandable as possible, only in Dina's story, will the researcher explain the concept and her word frequency chart in Table 8. The purpose of usage is to provide an effective method to present the most common words used in the data collection process. Although the researcher limited the number to 250, only the top 10-12 words were used to organize the word cloud. The numerical data will be provided only in this example and is used for explanation only. In the original organization of the word cloud, the number of times the word was used equals the size of the text. For example, if the word "travel" was mentioned 51 times, the word travel would have originally been given the font size of 51. The word "group" would be given the font size 36 and so on. In order to fit the word cloud into this document, it was required that the image be proportionally decreased/increased, to fit the image area.

Table 8: Dina's Word Frequency Chart Example

Word	Frequency	Word	Frequency	Word	Frequency
travel	51	program	31	New Zealand	26
group	36	island	31	study abroad	24
experience	36	class	27	school	21
people	33	trip	27	Australia	21

Dina's Demographic Information

Dina, one of the four female participants of this study, was born in 1986, and is the middle child of three. She was born in Atlanta, Georgia, USA, and moved to a suburb outside the city when she was almost three years old. Her parents are self-employed in the roofing business. Her older brother speaks German. He has studied abroad in Germany and traveled to the Baltic area, Poland, and Turkey. Prior to this travel abroad opportunity, Dina had only traveled nationally with family on vacations and to meet with other family members. She indicated that during high school she had traveled alone in the USA on summer programs to Chicago, Boston, and New York. Dina is interested in travel journalism. After graduation from university, Dina worked both for the *Smithsonian* and *Southern Living* magazines. Since the data were collected for this study, Dina has worked as editor for three magazines, and is currently the magazine and social media editorial director for a home improvement magazine in Georgia. Dina recently married.

Dina's Goals and Motivations

To take a break from the "routine" college experience
To travel
To experience a country that didn't pose a language barrier
To go where there were "plenty of new sights and sounds and lots of culture"
To have a "hands-on learning experience"
To go with a group that is organized and safe
To maintain university enrolment
To graduate on time
To meet financial requirements
To maintain GPA
To be comfortable traveling alone
To be open to new ideas and experiences

Figure 4: Dina's Goals and Motivations for Studying Abroad

Break from the college experience

Dina acknowledged early in the data collection process that she “needed a break from the ‘routine’ college experience.” In the process of moving away from the characteristic classroom experience of a university campus, she indicated that she “didn’t want to be held back by things going on in [her] life at home or at school.” Dina recounted that while she studied abroad she was “able to put [her] life at home in the United States on a temporary hold and put all [her] energy into the travel experience.” She didn’t feel the need to be “constantly calling home” as she wanted to spend time “getting to know [her] travel companions.” She understood she was “learning and seeing new things”, and particularly felt a need to be “living in the moment” while she traveled.

More specifically, she explained that she “wanted authenticity and freedom to explore” and reflected that she “didn’t want to be cooped up in a classroom and not out experiencing these new places.” For Dina, there seemed to be an intricate connection between her desire to move out of a “routine” and into an unknown place. She later said she was “able to achieve scholarly goals in subjects of interest as well as learn about the areas [she] was traveling to”, and that the course curriculum “illuminated [her] travel experience” which “wouldn’t have been the same without this background information and context.”

It is important, in understanding Dina’s own experience, to realize that this is not a young woman who wanted to take a restful period away from school. Her engagement in the process is notable and resonates throughout her dialogue with the researcher.

Travel

Like many students who consider study abroad, Dina wanted to travel. “Study abroad was also a great opportunity for me to travel outside the U.S.” For Dina, the international travel experience was appealing, yet she “struggled to find the right answer” when asked why she wanted to do it. “I’m not a huge thrill seeker or outdoors person, and the program doesn’t go towards my major.” However, before the travel experience was over, Dina had her share of thrill-seeking and outdoors experiences. Within the first few days, Dina indicated that she and a few other program participants “savored [their] first glimpse of the coast which was surrounded by mountains dotted with tiny cottages overlooking the ocean ... The trek was physically demanding and we really started to feel the sun on our backs.”

Dina talked about her hiking experience that took place later in the trip on the Fox Glacier. She stated that individuals from Georgia have little experience with glacier hiking. She indicated feeling “a little intimidated” by the process although the “hike was [of] medium difficulty.” She described the “rocky terrain leading up to the glacier,” hiking through the

rainforest prior to stepping onto the glacier and the gear that was required (boots, wool socks, rain slicker, crampons, and walking sticks). She shared her enthusiasm for the experience when sharing her amazement at “the fact that we were walking on and [were] surrounded by ice! I got some great pictures and could have stayed up there forever just taking it all in. I think my parents were a little surprised I enjoyed it so much.”

With the program time in New Zealand coming to an end, Dina “attempted a 6-hour hike” that she tried to accomplish “in half that time.” She recalled that she “didn’t succeed and [was] pretty frustrated [she] didn’t get to see the view of Nelson Lakes from up top.” The following day she prepared for an overnight trip to the Abel Tasman National Park. She reflected that she was with the group who “went kayaking first” where they were “dropped off at the beach and geared up.” She remembers the “trek being more challenging than I thought!” She discovered that “sea kayaking is much different than river kayaking.” She was pleased to have “stopped off at a beautiful lagoon halfway through the trip for tea which was a nice inclusion” on her journey.

Dina, in sharing her feelings about being part of the group experience, stated she “never really considered [her]self to be a ‘group person’.” Dina viewed herself as “more independent or self-directed” than other students. She made it clear that she wanted to make friends on the program but “if that conflicted with ‘well, the group wants to go here’ and I wanted to do something else, I would say ‘sayonara, guys’, I’m going to this other place.” She described herself as “not one of those people who just follow around whatever [others] are going to do.”

The group attended a Māori (the indigenous people of New Zealand) tour in Kaikoura. Dina spoke of going to “ancient pa” (Maori term for fortress) sites, a secluded waterfall, and included flax weaving, traditional song singing, guide to medicinal plants (“manawatu te ra” –

Dina used the Maori terminology), and a scrumptious tea at the family's own home. The combination of relevant facts, interactivity, and hospitality made it a great afternoon."

The following day, the group experienced a dolphin encounter. Dina recalls that the group was "fitted with wetsuits, a mask, snorkel, and fins." They were soon "out in the open ocean with the sun rising in the background looking for dusky dolphins." The group was fortunate that day as they "spotted a pool and jumped in - they were everywhere! Apparently hundreds were traveling through." Dina recollects how happy she was to "get really close and snap a few photos", making the entire experience "unforgettable."

No language barriers

One of the important parts of studying abroad for Dina was to "travel to a place where there wouldn't be a language barrier." As much as this was one of the first indicators of her goals, she didn't talk at length about it.

Sights, sounds and culture

Dina very quickly moved on to another goal of studying abroad, which was to have the opportunity to have "plenty of new sights and sounds and lots of culture." She further defined this as "I wanted to appreciate local culture, customs, landscape, etc. as a local." Dina clarified that she "didn't want to be perceived as a 'tourist' and only go to touristy places." However, she did experience this first hand and commented that "we [the group] were so loud and so ... obnoxious to these people." When describing herself, she said, "I wouldn't say that I am quiet but felt like I was observing. I try to observe my environment and try to fit into it." She didn't "want to stand out" yet she also "didn't feel like I altered my behavior, I felt like I acted like I do normally which is not to be a loud person, I'd say." She goes on to personalize her feelings about this by stating "when I travel by myself that felt so much more authentic because I'm not usually traveling around with this big group of people on a tour bus." Dina

remembers an incident that insinuated a cultural difference when she met other travelers. She recounted, “they would always say oh, are you from Canada? and, I’d say ‘No, why do you think I’m from Canada?’ They’d be like ‘I don’t know. You just don’t seem like you’re an American or something’.”

Specifically, Dina was interested in seeing “lots of natural wonders such as wildlife and scenic areas. I also wanted to see how local people live and understand the culture, politics, economics, and history of the areas I visited.” There had been evidence of these in previous information but some of the more striking instances include Dina’s observations on “biosecurity, the impact of invasive species, basic concepts of ecology, the relationship between immigrants to New Zealand and the Māori, Māori customs, Aboriginal history and culture, native flora and fauna in Australia and New Zealand, ... and conservation issues.” Dina enjoyed “hearing different accents and words.” She stated that she liked “just being able to observe the traditions ... especially the Māori culture and everything, I definitely would have liked to have seen more of that.”

She indicated that she would have liked to observe “other aspects of culture.” She asked “What do these people do for a living? What are their views on politics? What are their values? What is their way of life? Where do people go on the weekends? Where do they go on vacation?” She was most interested in “very basic lifestyle qualities.” And when asked how she thought she could have observed those other aspects of culture, Dina responded by saying she had hoped for “more of an authentic experience ... maybe that was the component that was missing and I wanted to be on my own.” It should be noted here that during the study abroad program, Dina realized she wanted to travel independently in New Zealand after the study abroad program ended, and was able to make the necessary arrangements to do so. This decision provides evidence of her continued development of self-confidence and recognition that she is able to travel outside her home country.

Hands on learning

Dina was particularly interested in “a study abroad program [that] offered a hands-on learning environment.” She sought an environment that “incorporated subjects I was interested in -- geography, anthropology, international affairs, and ecology -- with travel in foreign countries.” She acknowledged that “traveling abroad exposed me to a more global way of thinking and living. I also came back with a renewed interest in geography and spatial relationships, outdoor recreation, international travel, and new ideas about environmental policy.” She indicated that the curriculum provided emphasis on “the importance of environmental quality and control”, and through this learning she was able to begin the process of adopting “a more holistic way of looking at the world -- that is, everything is connected and that we all have to work together and understand each other for the entire global community to function.” She also noticed, that in New Zealand, there seemed to be an emphasis placed on politics and culture, a belief and value that “peace ... over war,” and “cooperation and community” were highly prized attributes of society. Dina noted that, from an economical view, both New Zealand and Australia “enjoyed high standards of living and a high quality of life.” She recognized that “an emphasis was placed on community, and the importance of ‘doing the right thing for the good of others’ was a recurring theme in our environmental, political and cultural discussions.” She believed that “the study abroad experience increased [her] understanding and tolerance for these ways of living and thinking.”

Safety in program

Another goal for Dina was to attend a study abroad program that was organized and safe. It was important that “an organized itinerary and group” was located, as she believed it “would be safer and less intimidating than taking a trip to New Zealand by myself.” She also indicated that “logistically, the study abroad application process was very clear and streamlined.” She spoke further to the application process as “important in that it created a

deadline and a time frame that forced [her] to be more decisive about [her] study abroad destination.” In as much as this program was “organized and safe” in Dina’s estimation, there were times when other students seemed hesitant. She wrote in her journal that “everyone was a little apprehensive about the home stays and especially being separated. I personally was looking forward to it. This is our first weekend apart and we are still seeing a good bit of everyone.”

University enrollment, Graduate on time, Finances, and GPA

Dina found that one important goal was to maintain university enrollment while studying abroad. She stated that “Studying abroad also allowed me to travel during college while maintaining enrollment at my university and still graduating on time.” In a recent study by Sutton and Ruben (2010), it was found that undergraduate students in the University System of Georgia who studied abroad actually had a higher percentage of graduates who were enrolled for 4-, 5- and 6-year intervals of time as indicated in Table 9. Therefore, Dina may not have been aware that her chances for graduating on time had increased.

During the study abroad program, Dina found her financial circumstances to be of importance to her. She stated, early on in the data collection process, that “traveling abroad was possible given my status as a student and my academic and financial circumstances.” It also gave her the opportunity to learn “how to identify and achieve my goals. I was on a budget while abroad, so I learned how to manage my finances as well.” She indicated concern when acknowledging that she “couldn’t justify spending lots of money to go somewhere so soon after spring break.” Fortunately, the study abroad experience for most

Table 9: Study Abroad vs. Domestic Student Graduation Rates of University System of Georgia GLOSSARI Project Participants

	Four-Year Grad Rate	Five-Year Grad Rate	Six-Year Grad Rate
Study Abroad Students (SA)	49.6% (n=8,109)	82.6% (n=6,572)	88.7% (n=4,890)
Control Group Students (non-study abroad)	42.1% (n=6,241)	74.7% (n=5,712)	83.4% (n=4,523)
USG Totals (2008)	24.0% (n=24,482)	45.2% (n= 24,447)	49.3% (n=22,830)

Note. Adapted from “Documenting the Academic Impact of Study Abroad: Final Report of the GLOSSARI Project,” by R. S. Sutton and D. L. Rubin, 2010, presented at the meeting of the Association of International Education Administrators, Washington, DC.

students at the University of Georgia has the potential not to cost any more than attending class on campus.

Dina recognized that she “wanted to maintain my GPA and do good work on all my assignments.” Throughout the trip, Dina stayed vigilant in working on her school work. There are numerous occasions when she indicated that she spent the day working on her assignments in addition to other activities, along with typical daily necessities. Her commitment was real and earnest. She recounted that “a pretty typical Sunday evening [was spent] cooking for ourselves, watching TV, finishing homework, and preparing for the week ahead.”

Traveling alone

Further to Dina's goals was a comfortable ability to travel alone. Even though she had stated that traveling with an organized group would be "safer and less intimidating than taking a trip to New Zealand" by herself, she quickly indicated that she "developed a confidence to do things on [her] own and take charge of [her] life." She added, "I decided to stay on and travel on my own while I was -- I mean I hadn't been planning to do this -- it was kind of a surprise to [my parents] when I called and said 'I'm not coming home.'" She continued by asserting that it wasn't until "at least half way through the program" that she realized this was "something I can do by myself. I know how to get around, I know I can stay in hostels and feel relatively safe and there is so much already here and so much I want to see."

Dina was cognizant of safety concerns and indicated that by enrolling in a university program, she felt more "comfortable" with this experience. Dina's level of comfort was also determined by her familiarity with the places she visited while on the study abroad program. She indicated that once she was "familiar with the geography", she felt "oriented" and found that once this recognition took place within herself, she felt that "doors open" and it "isn't 'foreign' any more."

Having had the study abroad experience before venturing out on her own had its own benefits as indicated in her descriptions above. She also acknowledged that had she traveled to New Zealand on her own, she likely would have felt "incredibly intimidated." She noted that through the program she observed the food consumption, transportation, accommodation, landscape and the general interactions of the local population that made her feel "so comfortable."

And with this experience, the study abroad program and Dina's time after the program on her own, she recognized that she has the capacity to travel independently. She indicated

that throughout the program she felt sufficiently confident in her own ability to travel outside her cultural and physical comfort zone. She stated that “before you go and travel on your own, it is hard to say ‘would I be able to do that or would I not?’ But now I feel like, ‘heck, yeah, I can do that’.” She noted that “New Zealand and Australia are very different from going to a country that you don’t speak the language or have other concerns or whatever. I feel much better equipped now.” Dina was encouraged by the idea that her educational background in journalism could be enhanced with the inclusion of “travel journalism” as an “intersection” of her experiences.

New ideas and experiences

New experiences were on her list of goals, be it cognitive, behavioral, or conative. Having the opportunity to be part of a community that brought new ideas with it was part of the attraction of this program for Dina. As she stated, “I wanted to be open to new ideas and experiences”, and with this study abroad experience, Dina said that she developed a “greater concept of global citizenship and understanding.” She noted her increased interest in “politics, economics, and indigenous cultures”, as well as a “greater appreciation for ecology, sustainability, and conservation.” She revealed that she “became more self-driven and developed a confidence to do things on [her] own.” She recognized that she had “learned how to identify and achieve [her own] goals.” She indicated that she “had not specifically pursued any of [those] topics prior to traveling, and so these ideas were very new to me and shaped the way I viewed the rest of my education following my study abroad experience.”

Dina found the whole study abroad experience “interesting” as she learned about native plant materials in “the scope of global conservation.” She indicated that having a “working knowledge” provided a “great way to learn.” Even further, she said that with the study abroad experience she made a “conscious decision” to have an “open mind set” when approaching

the program, and that, the program itself helped her “flesh that out” by providing “practical knowledge to be able to do that better.”

As evidenced in Dina’s well-related and revealing recollections, she demonstrated notable self-reflection and understanding of her stated goals and motivations to study abroad through a critique of her experiences. Dina’s reflections infer an understanding of herself and of her qualities of personal endurance while abroad. She can articulate her engagement with the program, as well as to interpret her experience. Furthermore, the information she provided was engaging and reinforced her reasons for studying abroad. It appeared that she came to the program well equipped to attain the intended learning outcomes of study abroad.

Dina’s Kolb Learning Style Inventory

Dina’s KLSI score reflected an assimilator style that includes reflective observation and abstract conceptualization in the learning experience. Individuals that fall in the category of assimilating style are inclined to learn best through theories or models. Through observation and logical analysis, the learning process becomes an intuitive place where ideas form and are thought through systematically. We see Dina’s assimilator style immediately as she chose to keep a journal both during and after the program although it was not required. She provided dramatic accounts of her entire overseas experience.

Dina’s journal was quite lengthy and gave excellent descriptive data for this study. When observing Figure 5, we see that Dina’s strength lies in the area of reflective observation. Dina has a vocational interest in travel writing for her vocation, and this would give an added dimension to her work.

Dina’s learning style clearly points to the assimilator. Her experience affirms her ability to understand the scope of information provided and reduce it to its concise form. Dina’s reflections from her journal confirm the innate learning steps of a reflective observer.

As indicated in her responses, Dina's preference for learning theory over being focused on people is indicated. She demonstrated a sophisticated ability to reason and to reflect on many aspects of her study abroad program.

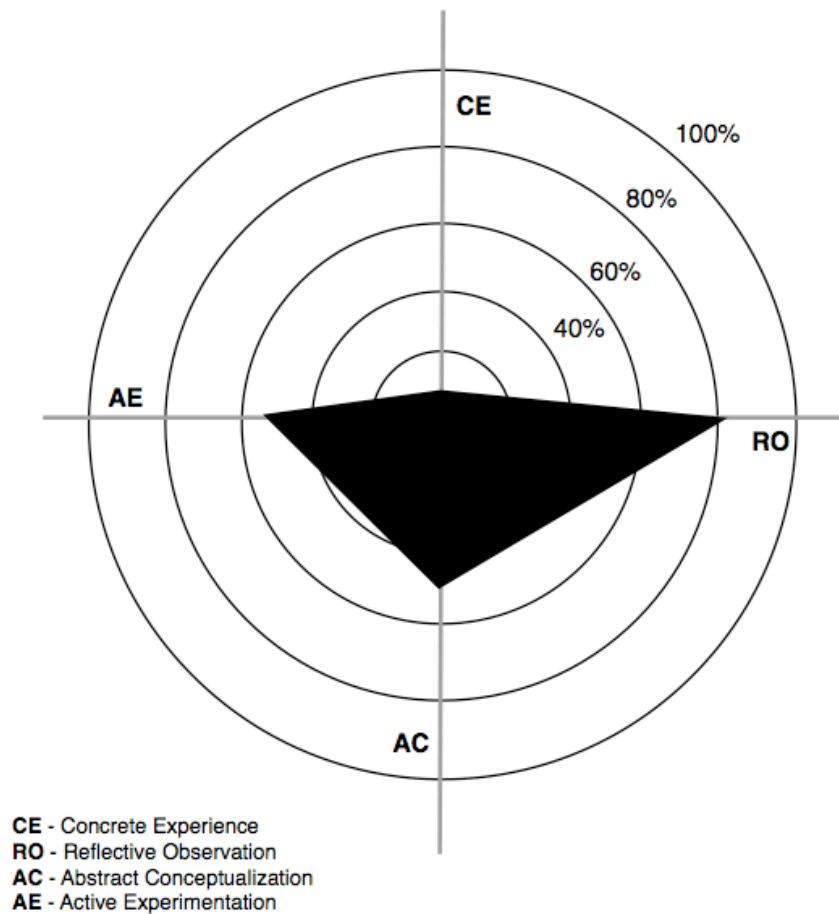


Figure 5: Dina's Kolb Learning Style Inventory Learning Mode Graph

Note: Representing the norms on the four basic scales (CE, RO, AC, AE), the individual's preferred way of learning is shown by the point on the blackened trapezoid closest to 100%.

In this brief conclusion to Case Study 1, Dina's Story, the researcher recognizes Dina's ability to perceive her surroundings and experiences as exhibited by a higher level of judgment. Dina is careful to observe from an intellectual (cognitive) stance. It appears that given the opportunity to develop culturally, Dina would continue to make strides toward

ethnorelativism. However, it will be essential that she continues to be exposed to cultures outside her own.

Answering the Research Questions: Dina

Research Question One: Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?

Only three of Dina's goals demonstrated her interest in active engagement in the host countries' culture. Specifically, Dina stated that she wanted "to travel," "to go where there were plenty of new sights and sounds and lots of culture," and "to be open to new ideas and experiences." Specific examples of her goals have been discussed previously. **Dina's goals and motivations did not propel her toward active engagement as can be seen by her Intercultural Development Inventory Scores discussed in the following section.**

Dina's Intercultural Development Inventory

Dina's IDI results over all three administrations can be seen as follows in Table 10. As can be seen, her PS scores, across all three administrations, are in the Acceptance range, whereas all three administrations of her DS scores are in the Minimization range.

Table 10: Dina's IDI Results

Intercultural Sensitivity	Pre-test	Post-test	Two years out
PS	125.02	126.17	121.79
DS	102.12	99.07	100.87

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

These scores stayed relatively the same, hovering around the mean of 100 of the IDI scale, demonstrating that her study abroad experiences did not shift her from an ethnocentric

into an ethnorelative viewpoint. The Acceptance/Adaptation scale ranges from 116 to 145 points.

Dina's PS scores, moving from 125.02 at pre-test to a score of 126.17 at post-test and finally falling to a score of 121.79 two years out, clearly show that she perceives herself to be much more accepting of cultural differences than she really is. Her DS scores, (pre-test = 102.12, post-test = 99.07, two years out test = 100.87), fall squarely in the Minimization stage. These scores, hovering around the mean of the IDI scale, demonstrate that her study abroad experiences did not shift her from an ethnocentric into an ethnorelative viewpoint.

Dina's IDI scores punctuate the need for her continued exposure to foreign cultures so that she can learn to recognize and accept differences in cultural frameworks. With time, opportunity and continued study, the researcher is convinced of Dina's capacity to move forward from ethnocentrism to ethnorelativism. It is worth noting that Dina appeared to enter the study abroad experience with the appropriate motivations and goals to attaining the intended learning outcomes of study abroad but without the explicit structure in place, she did not move as far along the continuum from ethnocentrism to ethnorelativism as might be expected. The researcher hopes that Dina will continue to travel abroad so that she can accomplish this goal. Dina's specific responses within each scale may be viewed in Appendix 6 of this document.

Research Question Two: Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

Dina was a journalism major with interest in magazine production. During the program, she recalled an incident that had a profound change in her decision on which way to

pursue her degree. She said, “We spent most days in class learning ecology from Mike, the program director. Just five days later we had our first mid-term and everything was pretty overwhelming. I was pleased to find out I made an A on the test. and Mike asked me and several others to read our essays from it out loud. I felt a lot of validation as a writer because I had distinguished myself even with limited time and a small word count to work with. Maybe I’ll make a decent journalist one day.” Once she returned to UGA she had decided that “[t]ravel journalism is definitely something that is on my radar for the future.” In fact, she “ended up working last year in DC with National Geographic Traveler.” **For Dina, her study abroad experience helped her narrow her focus in her area of academic interest.**

Research Question Three: Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

Dina wanted to have a “hands-on learning experience” and that was provided through the program design. She, too, wanted “to go with a group that is organized and safe,” again, provided through the program design. In Dina’s case, however, she wanted to learn “to be comfortable traveling alone”, a goal that was not a part of the program design. In fact, once Dina was on the program, she gained self-confidence and decided to remain abroad an additional month which came as a surprise to her family back in the United States. She also achieved her goal of taking “a break from the ‘routine’ college experience” to travel abroad. She also “maintain[ed] university enrolment,” “graduate[d] on time,” maintained her “GPA,” and managed “to meet [her] financial requirements” ... all personal goals. **In this case, it appears that Dina set into motion a personal investment in her own achievement of goals that were not stated goals of the program itself.**

Research Question Four: What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

As supported in Dina's KLSI scores, her dominant learning style is as an assimilator. With her strong learning preference as a reflective observer, Dina likes to watch and listen before discerning situations. She enjoys viewing situations from various viewpoints and perspectives. As with many reflective observers, Dina kept a detailed journal where she was able to work through the formation of her opinions about situations. Dina is naturally a reflective thinker and observer which is evident through her extensive use of journaling. Providing her opportunities to learn strategies for cultural observations and reflection through writing would be helpful for her continued understanding in cultural learning. Some strategies could include consideration of different approaches that people of a different culture might assess in specific situations (e.g., arrival/departure promptness in social settings, greetings, etc.) **Thinking through situations, observing and then participating is one small way to help in cultural learning. To take this further, thinking through the cultural values involved in such situations then comparing/contrasting them to the home culture would be beneficial. Students, such as Dina, may prefer to have time in the host country prior to getting involved in the in-field activities.** Becoming familiar with the new surroundings is important before taking that next step to explore further. Assimilators often challenge other people to think of new ways of looking at the host country and prompting new perceptions of their surroundings.

In conclusion, neither Dina's goals and motivations nor the learning opportunities provided to her were sufficient to propel her toward active engagement or significant movement toward ethnorelativism.

Case Study 2. Julia's Story



Figure 6: Julia's Word Cloud

Julia's Demographic Information

Julia, a female born in the mid-1980s, has three sisters, one of which is an identical twin. She and her twin are the youngest in their family. The oldest sister is an attorney, the second oldest works in Washington, DC, and Julia's twin works for a governmental department in the District of Columbia. Julia was born in Alabama and moved to Texas when she was approximately five years old. Her family moved to Oklahoma in her freshman year of high school. Julia's father is an academic and currently serves as an associate dean at a mid-western University. Previous positions her father held included a professorship and department head. Prior to her mother attending graduate school where she met her husband, she moved from Alabama to California. After moving, she worked for a law firm that was involved in a sensational murder trial at the time. Once married and with a family, Julia's mother stayed home with the children. Julia's grandmother attended the University of Georgia and completed graduate school there. When Julia was young, like many twins, she and her sister had a special "twin" language that eventually required special assistance. She indicated she was a delayed reader due to this phenomenon. She became involved in sports during her middle school years in swimming, tennis and volleyball. Julia also became involved in the orchestra and in piano. When her family moved from Texas to Oklahoma, her extracurricular activities discontinued, except for piano, with which she persevered. She became involved in acting and began taking French in 7th grade. When Julia began university, she dropped her French language study and began Spanish for two years even though she found this language quite difficult. Julia majored in international affairs and minored in religion. After graduation, Julia went on to work for a governmental department in Washington, DC.

Julia's Goals and Motivations

To “expand horizons” and “move outside comfort zone”
To pursue educational goals
To travel
To stay on course for graduation
To stay within financial budget
To improve knowledge of New Zealand
To learn more about Australia
To become a “more developed and enlightened person”
Personal development
To make friends
To experience new things
To learn more about the culture and political systems of both countries

Figure 7: Julia's Goals and Motivations for Studying Abroad

To expand horizons and move outside comfort zone

From the beginning of the data collection, Julia stated that she had been interested in studying abroad during her university experience. She acknowledged that it was her parents who had “ingrained in [her] a desire to expand [her] horizons and go outside [her] comfort zone.” She expanded on the parental influence by explaining that her parents had “planted the desire” to travel in her by taking the family on a trip to London twice. Her parents “encouraged us to try new things and branch out.” Julia characterized her parents as encouraging her to exit her “comfort zone” as it “makes a person grow up more.” In this encouragement, too, was a message about becoming independent and that “going on a study

abroad helps” as “you are on your own in another country.” However, Julia equates her experience of leaving her family to attend a university outside her state of residence as an opportunity to expand her horizons. Once she had successfully attended “college far away from home”, she realized she “wanted to see if [she] could do something else.” This was the turning point in her decision to research study abroad options. She confided, “I went on a study abroad to see if I could go to another country and be independent.” In discussing her family, she stated that her family was “not attached to one specific place”; however, this was uncommon within her extended family as they all lived in the southern USA. She indicated that her family “moved to Texas and later to Oklahoma.” She thought her parents “encouraged” her to do “what I wanted no matter how far off it seemed. I mean most people’s parents would not say yes you can go out of state and you can succeed.”

Julia communicated at length about the idea of being outside her comfort zone by stating she didn’t:

think one should have a ‘comfortable’ study abroad experience in the sense that everything works for you and nothing goes wrong or is challenging. The point of a study abroad program is to put you out of your comfort zone into a situation that you would not face in your everyday life.

Additionally, she spoke of safety concerns and how those may be alleviated to some degree by attending a sponsored program. Julia stated:

This is a main advantage of a university sponsored study abroad program because you ... have someone at the foreign university that ... may be in contact with the University of Georgia, for instance. My program was very organized which helped me a lot.

Julia spoke of her experience with the program regarding her level of comfort by stating, “it was ‘comfortable’ in the sense that I was not out of my comfort zone much.” She also spoke of UGA’s Office of International Education by saying, “I think the study abroad office ... helps a lot in the kind of experience you have. If the program is done every year

then it is probably a good program.” She differentiated between a hosted program from UGA and other options by stating:

If you choose to go to a random university and the university that you attend at home doesn't have any connections to it then it may be difficult to transfer the grades, find good housing, and to integrate into the foreign university.

She indicates that having “a good experience” requires that the “program must be well-organized, you must be able to integrate into the culture which, if the home university has connections to the foreign university, then maybe that university will have people that can help you do this more easily.” Julia acknowledged that “I guess I really wanted to come out of the program a changed person. I really did not know what to expect from the program at all.”

Throughout the study abroad experience, Julia relayed that she felt the program had changed her. She associated this change with various experiences she had while abroad. She stated that she expected to “come back more confident in myself and my ability to live on my own.” She also conveyed that she suspected she “would come back with a better understanding of New Zealand and Australia and would come back, I don't know, wiser in some ways and better able to travel on my own.” When asked specifically what she thought had influenced the change, she said she thought “the experiences [she] had influenced it.” She articulated that “being in a foreign country on your own away from your family and facing things that you would never face at home” would have the desired influence. In discussing being with a group for an extended period of time, she reflected that she felt she “came out of it more patient” and that she had “learned a lot about other people.”

To pursue educational goals

Julia addressed the ways in which her study abroad experience did or did not change her educational goals by stating that “the study abroad I went on didn't really expand my

educational goals. While I enjoyed learning about the countries while I was there, I didn't come back wanting to learn more about Australia and New Zealand." She felt that "It more expanded my personal development." She expressed that she "thought the program would focus more on the political aspect of New Zealand and Australia, it focused on environmental issues. While I didn't expect this, I enjoyed it and I learned a lot of environmental issues that are going on in New Zealand." Furthermore, she also "learned about the birds there and the animals and it was really great. I came away feeling like I learned a lot." Julia showed slight disappointment in the fact that she didn't feel she had learned as much while in Australia. She shared that she "felt like that part of the program wasn't as well put together and I didn't get as much out of it as the New Zealand part." She rationalized that was "probably because Australia is so big and it is hard to cover everything about Australia and its environmental issues although we did talk a lot about the reef and things that are affecting it."

However, Julia did indicate that in her experience learning about "Australia and New Zealand, not only did I learn about the native flora and fauna in New Zealand and Australia, but I learned about the major environmental problems faced in both countries." She felt that "More importantly, I got to learn about these problems in the classroom and the types of flora and fauna in the classroom and then got to go out and see them in the field. This is what made it a great educational experience." Through this experiential learning experience she also felt she was able to "learn a lot about the indigenous culture of New Zealand and Australia. I learned about it and then got to watch some cultural ceremonies of the indigenous people of New Zealand, the Māori." A different cultural experience provided opportunity to "talk to some of the Aborigines of Australia and participate in an exercise, which helped me to better understand them. There is no doubt in my mind that my educational experience was excellent."

To travel

Recounting her initial contact regarding the Australia/New Zealand program, Julia recounted that the “program appealed to me for several reasons. First, the countries were countries that I had always wanted to go to but figured I would never actually make it there. Second, the program had a lot of travel that I liked.” She also indicated “The amount of travel in the program really sold it for me because I got to see so many things that I probably would not have been able to do on my own.” Yet as much as the travel was appealing, Julia had some concerns. Those concerns were verbalized when she stated, “I thought that since I was traveling with American students that I would not be immersed in the culture of New Zealand and Australia.” She was concerned that she “would not get to know any of the people of those countries to understand the cultural differences between them and the United States.” Specifically, she was concerned that she “wouldn’t be exposed to people that were extremely different than me especially since I was traveling with American students.”

To stay on course for graduation and to stay within financial budget

Keeping to a fiscal budget was important for Julia. She emphasized this strongly, stating, “Money played a big role in my decision to go on this specific program. Going on this program cost me almost exactly the same amount of money as me attending the University of Georgia for a semester since I paid out of state tuition.” She spoke specifically about enrollment at the UGA by stating, “the program allowed me to take classes as if I was at the University of Georgia ... it was as if I was on campus. It still allowed me to graduate on time and not fall behind.” Julia adds that, since she was paying out-of-state tuition at UGA, the cost of studying through the program abroad equaled what it would have cost her to stay stateside. She explained, “I had always wanted to go abroad somewhere and since it cost the same financially to go on the program as it would be to not, I decided to go.”

To improve knowledge of New Zealand and learn more about Australia

In recognition of the practical reasons to study abroad, Julia expressed that she “wanted to improve my knowledge of New Zealand. I didn't really know anything about New Zealand before I went there and so I had no idea what to expect.” She had similar feelings about Australia. She expressed the fear “that the program would be less of an enlightening experience than programs to less frequented countries or countries where another language was spoken.” It was her earnest desire to “get a lot out of the program and come out of it a more developed and enlightened person, I worried that the program wouldn't meet those expectations. So, I guess, my expectations were mixed with regards to personal development.”

In expressing her concerns, she also acknowledged that she “expected to make a lot of friends and to experience new things that I never would have experienced before.” She looked “forward to seeing the Great Barrier Reef and swimming with the dolphins in Kaikoura,” however, she “expected to learn more about the culture and the political systems of the two countries.” And by the end of the program, Julia shared that “completing the program made me realize how much I like the United States. It made me realize that while I like to travel somewhat, I want to live permanently in the United States.” She enjoyed her time in New Zealand and Australia but “did miss some things that one can only get at home.” For Julia, going on the study abroad program “solidified” her feelings that she wanted to live near her family.

Julia elaborated further in explaining that by “traveling with American students ... I would not be immersed in the culture of New Zealand and Australia and would not get to know any of the people of those countries to understand the cultural differences between them and the United States.”

In reflecting on her experience much later, she indicated that “the program made me realize how much I liked Australia and want to go back. I guess overall, the program really did not change my goals very much and only affected my life in the ways I already mentioned.” According to Julia, she “did gain a lot more knowledge than I did before about native wildlife in New Zealand and Australia that I draw upon at random times. Also, frequently, at random times, little things will remind of my experience over in Australia and New Zealand.”

To make friends

Julia shared that she “thought from the start that I would make friends and bond with at least some of the American students.” She reasoned that since they “were all in a foreign country away from home and traveling together pretty much 24/7”, the bonds would be made.

She addressed the question why these friendships are important to her by stating that she “had a support base there in the American students I travelled with.” She thought it “helps to have a least a few other American students traveling with you in any study abroad because it feels like you are less alone. This can help a lot ... when you get homesick.” Upon reflection, she also realized that having close friendships within the group could be a potential obstacle, explaining that “traveling with American students” posed a problem related to inability to “immerse in the culture of New Zealand and Australia.” She also expressed concern that she “would not get to know any of the people of those countries” in order “to understand the cultural differences between them and the United States.”

To learn more about the culture and political systems of both countries

Julia said, “While I came away with a better understanding of their culture [New Zealand and Australia], they are still not that different from the United States. So, I don’t see them I guess ‘as foreign.’” She felt that being in “an English speaking country where I already spoke the

language, they are generally thought of in the U.S. like Canada, they are not considered that different from Americans.” She drew the comparison that “While they are different, they are not as different as many countries like India, France, Spain, Brazil. They speak the same language as me, many are of the same religion, and they have a similar political system.” These thoughts comingle with her other thoughts that “the program wouldn’t be as enlightening because I wouldn’t be exposed to people that were extremely different than me especially since I was traveling with American students.”

Yet Julia was aware that her ability to immerse herself into either culture might be limited. Reiterating a previous statement, she emphasized the fact that “I also was somewhat exposed to the culture of both countries.” This validates that Julia perceives a lack of differences between the United States with New Zealand and Australia, and leans toward a disavowal of cultural differences. **This may have taken place due to the lack of cultural learning opportunities available while on her study abroad program as evidenced in the following remark, “I expected to learn more about the culture and the political systems of the two countries.”** Yet she seems to have failed to fully comprehend the nature of the program by stating, “Although I thought the program would focus more on the political aspect of New Zealand and Australia, it focused on environmental issues.” As indicated in the online materials, student program manual and program orientation, the study abroad program clearly stated that it had an environmental and sustainability focus. The researcher discerned that comments such as “they have a similar political system” would at best be explained by a rudimentary understanding of the differences in the political systems of her home country compared to the host countries as those differences are substantial. Julia describes her disappointment that she felt she “didn’t really learn much at all” about the political systems. She states, “About the only thing I learned with regards to politics was the name of the states in Australia and the role New Zealand is playing in nuclear non-proliferation.” Yet, she

understood that “you must be able to integrate into the culture” in order to achieve a well-differentiated worldview.

When Julia was discussing some of the cultural learning that took place on her program, she said that “In New Zealand, I learned about the Māori and how they came to New Zealand 1000 years ago. We learned how important it is for some of them to fish and hunt.” She was intrigued that she “also learned about some of the ways they preserve their food. For instance, they bury it to cook it and then eat it later.” Further, she described her learning regarding the “plight of the Aborigines and how they have been discriminated against and are still discriminated against in Australia and suffer racism today.” She mentioned that she “learned that the Aborigines only gained certain rights about 15 years ago I think.”

She also reminisced about “Māori, and some of them gave insight into their culture. They took us to some of the places they thought were sacred. We learned quite a bit about them and we went to one of their temples.” She explained that the group “also did that with the Aborigines.” In one “[class] exercise ... an Aborigine put the class into different [groups] representing Aborigines, white Australians, people who are certain sinners and this whole exercise shows the racism that goes on in Australia toward Aborigines.” She indicated that she “learned a lot about the history and how the Aborigines didn’t get full rights until 2002 but even today they are still discriminated against. In the 1930’s the children were taken into camps.”

Julia communicated her general thoughts about internationalization by stating, “nowadays things are so integrated due to globalization that even if you go into a place like Africa there is still McDonalds. You can still find traces of United States culture everywhere. Also, other cultures as well.”

Julia's Kolb Learning Style Inventory

As indicated previously, Julia found the hands-on, experiential learning opportunities in both Australia and New Zealand to be a “great educational experience.” She particularly enjoyed learning in the classroom and applying that knowledge into the field.

In Julia's statement, she supported her KLSI results as being a “converging” learner. Convergers combine increments of learning by means of abstract conceptualization and active experimentation. Since convergers typically are not reflective thinkers, Julia supported that differentiation by not keeping a journal while on her study abroad experience.

As with most convergers, Julia has an ability to recognize practical uses for the ideas and theories she learns in her education. She best solves problems and finds resolutions by way of working through questions and dealing with technical assignments. She would prefer to work through technical issues rather than through social or interpersonal ones. These learning skills are important for effectiveness in the field of work Julia undertook in Washington, DC. However, in a formal learning environment, she would likely prefer to experiment with new ideas, fabrications, lab assignments, as well as practical applications. In this circumstance, and once again supported in her statement above, the lab assignments would be represented by the field study Julia participated in while on her study abroad program.

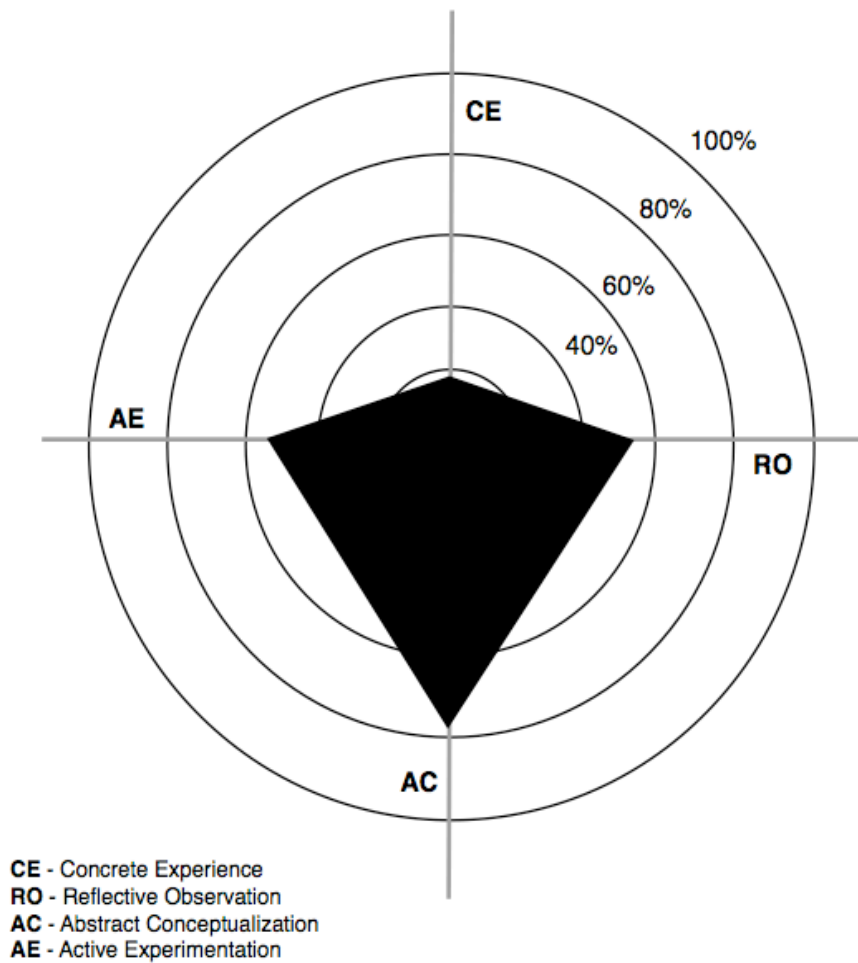


Figure 8: Julia's Kolb Learning Style Inventory Learning Mode Graph

Note: Representing the norms on the four basic scales (CE, RO, AC, AE), the individual's preferred way of learning is shown by the point on the blackened trapezoid closest to 100%.

Julia's story provides interesting future considerations. **Although, on the surface, she demonstrated that she met the goals and motivations of her study abroad experience, she gave the impression that she lacked conviction in her ideas and beliefs.** The researcher observed some uncertainty in the participant when obtaining data. A few examples of this might be when discussing how the program would prove or disprove her fear that it would be an enlightening experience because it was not a program that required language study.

To some degree, the program disproved my fear. I did learn a lot about New Zealand and Australia. I also changed a lot by learning a great deal about myself and my personality along with other people's personalities and how they change when living in extremely close quarters. I also was somewhat exposed to the culture of both countries. However, the program also proved my fear. I don't think my experience was as enlightening as it would have been if I had studied in a country where either the culture was totally different or people spoke a different language. Although I say the program proved my fear to an extent, I would say it disproved my fear more than it proved it. The main issue with the program was not the countries per se but the fact that I traveled with American students and was taught by American teachers. While it was great to do the study abroad, any study abroad program is better and more enlightening if you study in a country where you are taught by professors in that country and live with the people of that country.

Again, when sharing advantages and disadvantages of program expectations with regards to personal development, Julia stated the following:

The obvious disadvantage of my expectations was that since I had relatively low expectations that I would come out of the experience with an increase in my personal development, I came into the program with a slightly negative view of the program at the start, which may have made me less likely to develop as much. It also made me less open. However, this disadvantage was also an advantage because since my expectations were so low, I could only go up in my development. In fact, I would say my expectations were more an advantage since I didn't think I would grow as much as a person, I was actually more open to things and trying really hard to experience anything and everything that I could. As a result, I think I did learn a lot even though at the time, I really did not think so.

As the researcher read over the data, concern that the participant felt the need to try to satisfy an expected reply came to the fore. However, when looking back over the questions there was no obvious tone in the questions or purposeful direction given to the participant to respond in a certain way. This leads the researcher to infer that the participant may not have been fully clear of her own intention. In fact, it occurred to the researcher that perhaps her lifetime experience as a twin, and not having her twin with her to discuss the way "they" perceived the program, may have made it difficult for her to discern her own feelings, thoughts and beliefs about the program. However, that is pure conjecture on the part of the researcher and, in and of itself, would be a topic for further research.

Answering the Research Questions: Julia

Research Question One: Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?

Three of Julia's goals showed her interest in active engagement in new cultural experiences. Specifically, they were that she wanted to "expand horizons" and "move outside comfort zone", "to travel" and to "experience new things." Even though three of Julia's goals showed her interest in active engagement, they were not sufficient in advancing her toward ethnorelativism. Julia came into the study abroad program scoring in the stage of acceptance, likely caused by the facts that she moved frequently growing up and that she majored in international affairs. **As can be seen by her IDI scores, it appears that Julia did not move forward in the acceptance/adaptation scale due to the study abroad experience.**

Julia's Intercultural Development Inventory

As indicated by Julia's IDI results in Table 11, her PS and DS scores across all three administrations fall within the Acceptance/Adaptation scale, although her PS scores are much higher than her DS scores. Julia's PS scores (128.99, 130.57, 127.28) demonstrate that she perceives herself to be much more culturally sensitive than what her DS scores demonstrate. Given the wide range of scores (numeric range 116 to 145) for the Acceptance/Adaptation scale, her DS scores are all at the low end of this scale, with a pre-test score (117.85) increasing a few points to 120.68 at post-test before falling almost a point to 119.66 when measured two years out. Julia's DS scores started off higher than other fellow participants, yet did not increase substantially over the three administration times. Julia's specific responses within each scale may be viewed in Appendix 6 of this document.

Table 11: Julia's IDI Results

Intercultural Sensitivity	Pre-test	Post-test	Two years out
PS	128.99	130.57	127.28
DS	117.85	120.68	119.66

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

Research Question Two: Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

In Julia's case, her major was in international affairs. **Her goals and motivations for studying abroad did not help determine or bring focus in her area of academic interest.** She indicated that she had "expected to learn more about the culture and the political systems of the two countries." Julia states "The study abroad I went on didn't really expand my educational goals ... I didn't come back wanting to learn more about Australia and New Zealand." With Julia's academic interest in international affairs, she said that "I thought the program would focus more on the political aspect of New Zealand and Australia, it focused on environmental issues." However, she does indicate that she "came away feeling like [she] learned a lot." Those things that she learned about, and enjoyed, were more centered around the environment. Julia said that she "thought the best part of the program was learning about things in the classroom and then going and seeing them first hand." She apparently did not care too much for the professors brought in from the USA but indicated "the best part about it was they brought in speakers from local, like New Zealand schools, and in Australia, people

... [who] talked about all the ecosystems ... I thought that was interesting when they brought in the aborigines.”

Research Question Three: Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

Julia was happy to go on a planned program. It felt safe to her; however, she was one of the few students on the program to take advantage of many of the optional opportunities afforded all the students. Often these options required the student to get up at early to go tramping two miles into the bush. Once there, they saw duckbill platypus’ morning feeding activity or set traps before going back early the next morning at 5 a.m. to check the trap. She indicated that often it would only be her and one other person who would take advantage of those learning opportunities.

The researcher believes that Julia had a reasonable expectation of the program to provide her with the education required to improve her knowledge of New Zealand and Australia. However, her goals regarding personal development and experiencing new things were self-motivated. Julia traveled by herself to Sydney where she encountered some distressing situations. She managed these situations, however, and did not lose faith in herself. **Through Julia’s personal goals, she appears to have been invested in her own achievement while abroad.**

Research Question Four: What kind of preparatory model could best utilize the students’ styles of learning and propel them toward ethnorelativism?

Through the assessment of Julia’s KLSI scores, her dominant learning style is as a converger. One aspect of the converger profile is that these individuals may be strong in abstract conceptualization who think logically by analyzing ideas, intellectually approaching

subject matter rather than acting on feelings, and enjoy the development of theories to problem solve. These convergers tend not to like role-playing activities that often come with orientations or simulations of potential situations abroad. Those individuals who are strong in abstract conceptualization are traditional in their appreciation of lectures on ideas and presentation of new material. **Providing systematic planning in cultural training will be most useful for people like Julia. Although individuals such as Julia may be strong in their capacity to have a deeper understanding of the culture in which they are involved, they may need prompting to take action in working with people of the local culture.** Options for involvement in the host country culture as well as opportunities for analysis of specific situations will help move convergers forward in their cultural learning.

Case Study 3. Carl's Story

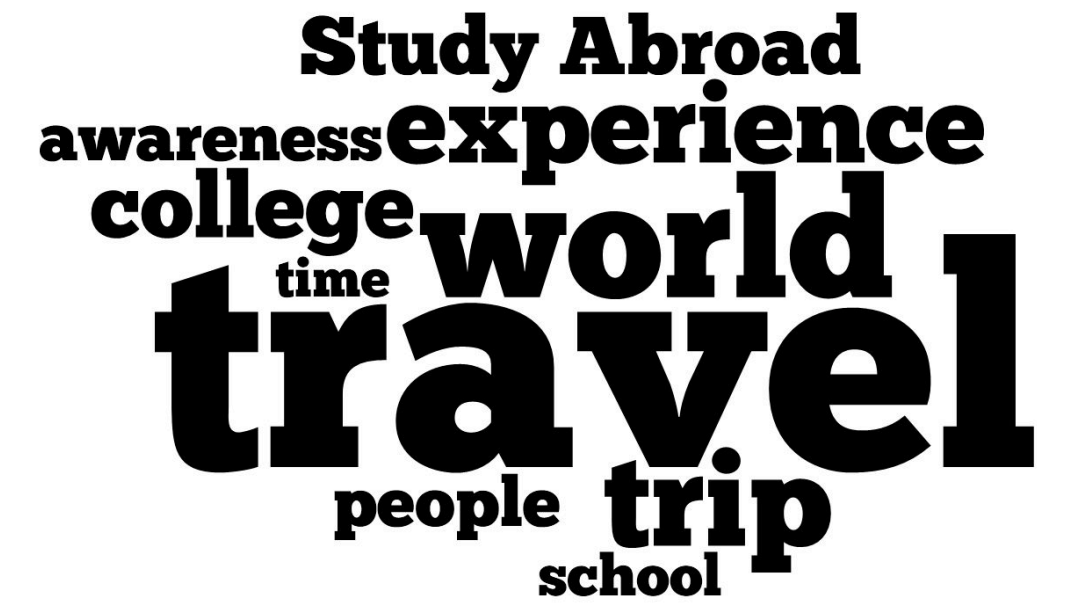


Figure 9: Carl's Word Cloud

Carl's Demographic Information

Carl, the only male in this study was born in the first quarter of 1985. He is the oldest of three siblings. Carl had two sisters; however, one is deceased. He grew up in a coastal town in Georgia where his father is a civil engineer and his mother is involved in the nursery ministry of their church. Carl attended public elementary school, private middle and high schools, and graduated with a BBA in Real Estate from the University of Georgia. Carl is an avid football fan and is devoted to the Georgia Bulldogs, the University of Georgia football team. He is married and is an acquisition agent for a company that describes itself as a “leading engineering and management firm.” Involved in real estate acquisition, Carl is a negotiation agent in real estate and appraisal and residential construction in his hometown.

Carl's Goals and Motivations

To continue having good grades in school
Adventure
To travel
To gain an international perspective on world events
To meet new people

Figure 10: Carl's Goals and Motivations for Studying Abroad

Early in the data collection for this research, Carl expressed that his motivation for studying abroad was “really a selfish one.” He indicated that he had considered the idea of studying abroad at some point during his college experience. Carl was influenced by his friends and acquaintances, saying “everyone I knew that went on any sort of travel abroad experience said it was a good one. The biggest spur to me actually committing was two close friends that went on the program the year before.” Through Carl's relationship with his

friends, he was convinced by way of “their enthusiasm over their experience” that he, too, should enroll. He indicated that he was “influenced by only a select few” of his peers, and that most of his friends did not study abroad. It was “their stories and pictures of their trip through Australia and New Zealand [that] were a positive influence to going.”

Good grades and adventure

Carl’s main goal while abroad was to “experience as much [as he could while] on the other side of the world [during his] short time there.” Carl was frank about his priorities while away, indicating that the requirements of his education and classes were not a priority while abroad; however, he was concerned that he continued to obtain good grades during his time at UGA, be it on campus or abroad. He indicated that his “real goal” was to have an “avenue for travel” that might not have been possible except through a “travel abroad trip while in college.” Carl was intrigued by “the thrill of adventure, and the opportunity to see another part of the world for an extended period of time” prior to his involvement in a career. He goes on to say that he has a “love of travel” and before the trip, had no opportunity to travel internationally. During his time abroad he “discovered a love for travel” that he believes will continue for the rest of his life.

Travel

Travel, in and of itself, was not the sole reason for Carl’s enthusiasm to attend. He also considered the aspect of obtaining experiences he could not get at home. “I was extremely attracted to the program. I went on for its outdoor activities.” He emphasized, “I wanted to learn a ton, see another part of the world and have an outdoor focus.”

International perspectives

Carl believes that since his experience abroad, he has gained “more of an international point of view.” He further explains that it “affects my interpretations and views on world

events.” Carl goes on to say that should he decide to go on to undertake further education, it could “have a more international outlook.” In fact, it is this international outlook that Carl thinks he was most influenced by in his study abroad experience. He said that he “notice[s] international events in the news much more, as well as perceive[s] national news from a more worldly view.” He indicated that he felt he “had a very USA centered thinking in almost everything. The trip just helped me to consider world perspective in everyday current events, and to pay more attention to world news, in general.” This comment will be discussed later in the section regarding the IDI.

Meet new people

In terms of self-perception while abroad, he indicated that he was at “some kind of cross between a tourist and a local.” He went on to say that “being American, I clearly felt that I was out of place somewhat. However, I felt more attached and involved than I think someone who only spent a week or two in the country would feel.” Even with regard to his own demeanor in new situations, Carl feels he has become more “outgoing.” Initially he felt “challenged” when “striking up conversations” with people he did not know with both students on the trip, and individuals in the host country. He sees this as “a great experience” and personal growth away from bashfulness.

In relation to Carl’s field of study, and ultimately his future employment, as he perceives these two as intricately entwined, he was keenly aware that the study abroad experience provided him “a more environmentally aware outlook” on his work. He revealed that, “clear cutting land to develop neighborhoods is really not ideal. I think blending neighborhoods into the landscape is much more desirable than changing it to fit the neighborhood. That is much more expensive, so the cost difference would have to be made up somewhere.” He went on to say that, “I don’t feel that government involvement is

necessarily the answer (I am for small government) . . . more of a change in demand would need to cause the change in practices.”

International perspective

The learning environment of the study abroad program was discussed. Carl shared that he enjoyed the instructors on the program and that he “really liked the different speakers we had from all over, and how we related them all back to our studies.” Regarding the educational providers who were organized to speak to the study abroad group, Carl reflected that the information was obtained through an in-field experience. He also indicated that there were “UGA professors that spoke during select weeks to get our core requirements and lessons for the classes, and a few local university professors I believe. They were reasonably relevant, but some definitely more than others.”

Carl remarked on being a global citizen by saying he thought it “means being responsible not just to you and your immediate circle of people, but making responsible life choices in relation to the world and humanity as a whole.” He went on to say that he felt he was “somewhat” a global citizen but that he could improve by “being more aware of how my decisions affect the world around me.”

Although Carl had a limited number of goals and motivations to study abroad, he seemed to have met the ones he chose for himself. In the data collection process, it became apparent that given opportunity to spend more time outside his home country, Carl could make headway in becoming less ethnocentric in his view of the world. Typically, Carl is motivated when there is a distinct, tangible advantage, such as work.

Carl's Kolb Learning Style Inventory

In addition to the data collected through naturalistic inquiry and the pre-, post-, and two year-IDI data, a third area explored was related to the experiential learning experience. In the case of Carl, it was determined that his style of learning was converger, meaning he is a “common sense learner.” He is motivated toward goal-directed action and learns best when his educational assignments are integrated with knowledge provided from others and within working groups. As indicated in Figure 11, we see that Carl's learning style leans strongly toward active experimentation (AE).

AE individuals are characterized by having specific learning strengths in finding the learning connections between procedural knowledge and individual relationships. These individuals focus on accomplishing tasks, and on leading teams. When asked about the instruction on the study abroad program, Carl communicated that he “really liked the different speakers we had from all over, and how we related them all back into our studies.” He shared that “there were local speakers which we heard most days relating to all sorts of things, but primarily the environment and culture of the area we were in.” In discussing the exercises that were required for assessment while on the program, he indicated that “they were useful in utilizing the lectures we heard.”

An AE individual's learning challenges are viewed as lacking the time needed to reflect on experiences, resolving the proper problem, and the ability to gather and analyze specific information. Carl did not keep a journal during his study abroad experience, thereby, confirming this problem.

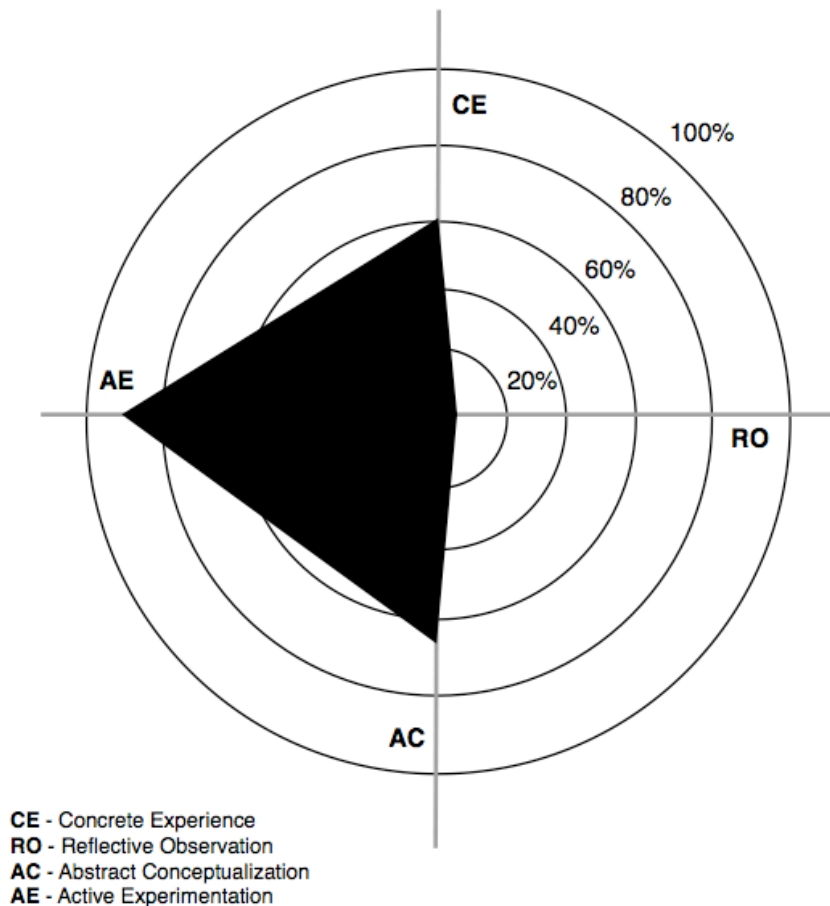


Figure 11: Carl's Kolb Learning Style Inventory Learning Mode Graph

Note: Representing the norms on the four basic scales (CE, RO, AC, AE), the individual's preferred way of learning is shown by the point on the blackened trapezoid closest to 100%.

Through the use of various instructors and diverse learning, Carl was able to take information from the learning experience and achieve results that satisfied University requirements.

In conclusion, the researcher noticed that within Carl's first response regarding his motivations to study abroad, he indicated that "everyone I knew that went on any sort of travel abroad experience said it was a good one." He may have confused travel abroad experience with a study abroad experience. This may be a common problem among students who are less focused than other students, or who are predisposed to being passive learners.

Of course, a study abroad program certainly encompasses travel, but that is only one component of the experience.

Answering the Research Questions: Carl

Research Question One: Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?

Only two of Carl's goals and motivations related to an interest in developing intercultural sensitivity—"to travel" and "To gain an international perspective on world events." Carl's goals and motivations were not sufficient to propel him into active engagement as reflected by his IDI scores.

Carl's Intercultural Development Inventory

Carl did not show an interest in active engagement in the host country even though his PS scores demonstrated that he perceived himself to be moving toward intercultural sensitivity. As can be seen in Table 12, Carl's perceived scores (113.77, 114.74, 112.01) did not change over time. Although his developmental score (DS) increased slightly while he was on the study abroad program, we see that over time, it dropped back down below the initial pre-test score (75.53, 77.81, 71.58).

When looking at the IDI scales, we notice that Carl's PS score (remember this is how he perceives himself) borders between Minimization and Acceptance/Adaptation; however, his DS score (where he actually is located in his overall developmental score for intercultural sensitivity) is in the Defense scale.

Table 12: Carl's IDI Results

Intercultural Sensitivity	Pre-test	Post-test	Two years out
PS	113.77	114.74	112.01
DS	75.53	77.81	71.58

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

Carl perceives himself on the high side of Minimization on the PS scale from ethnocentrism to ethnorelativism. He remains in Minimization across all three administrations for his PS; however, his DS (75.54, 77.81, 71.58) indicate he is in Defense. It would be easy to misread Carl's scores as Reversal; however, within the IDI, his EM score indicated he was resolved, thereby he is not in Reversal. Carl remains in the Defense stage through all three assessments.

When examining the theoretical considerations of the Denial/Defense scale, it is noted that the appearance of this restraint is not overt but typically an unconscious avoidance of connecting with people or groups other than those in the dominant home culture. As indicated earlier, Carl confided that it was his "belief that I had a very USA centered thinking in most everything." This is also indicated in his IDI scale. **Individuals that score in the Denial/Defense cluster are not likely to be motivated to acquire intercultural skills unless they feel these skills help them succeed in some aspect of their life.**

For individuals who rank high in Denial/Defense and those who would like to developmentally move "forward" in their intercultural thinking, it is recommended that a concerted effort be made to become more aware of the differences among cultures. This will begin the process of forming classifications or types of cultural differences between the home

and host countries. Even more localized opportunities for this might include observing groups outside the norm of personal experience. Noticing differences in communication, both verbal and non-verbal, is a beginning point, and can give the observer practice at a new communication style. It should be noted that a conscious understanding of the process, a need for discernment (not judgment) is essential; otherwise, the observer may feel threatened by the differences and retreat to what feels comfortable.

When analyzing Carl's background, it is observed that his previous living experience was confined to North America. One can surmise that this ethnocentric reality has definitive implications for this student's intercultural sensitivity measurement. In the case of Carl, it appears that his goals and motivations did not help propel him toward ethnorelativism. Carl's specific responses within each scale may be viewed in Appendix 6 of this document.

Research Question Two: Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

Carl's academic interest was in Real Estate and the construction industry. Carl indicates that if he were to return to graduate school in the future, then he "could be involved in something with more international focus, but I do not see that in the near future." With his career goals indicated, Carl indicated that "Learning-wise, I would say that the international awareness and how it related to my studies, was the biggest learning outcome. ... I also think it gave me a more environmentally aware outlook as well. The international awareness I believe made me question more often and look up international business markets." **In regards to his academic focus, there was no change in academic focus brought on by his study abroad experience; however, the researcher believes that Carl was influenced in**

his thoughts about neighborhood land development as a result of the environmental focus of the study abroad program. Carl indicates, “I believe that clear cutting land to develop neighborhoods is really not ideal. I think blending neighborhoods into the landscape is much more desirable than changing it to fit the neighborhood. However, that is much more expensive, so the cost difference would have to be made up somewhere. ... I don’t feel that government involvement is necessarily the answer (I am for small government) ... more of a change in demand would need to cause the change in practices.”

Research Question Three: Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

In the data collected from Carl, he was dependent on the program itself to provide opportunities for him to meet his goals. Carl indicates early on in the data collection “My biggest goal was to experience as much as I could on the other side of the world during my short time there. To be honest, the education requirements and classes were not on the priority list, except to continue my good grades that I had at UGA. The real goal was to have an avenue for travel, and having opportunities that I would not have had by not going on a travel abroad trip while in college.”

Research Question Four: What kind of preparatory model could best utilize the students’ styles of learning and propel them toward ethnorelativism?

As is evidenced in Carl’s KLSI scores, his dominant learning style is as a converger. Carl, unlike Julia, tends toward active experimentation. Carl learns by doing. His strength comes in getting things accomplished. His learning must take the form of action by means of changing a situation or trying to influence the outcome. Those strong in active experimentation are not as concerned about observation as they are concerned about what

works or getting the task finished. They particularly like seeing a project come to fruition. Active experimenters usually prefer to skip any sort of orientation or preliminary learning in preference to ‘jumping in, feet first’ into the situation and then learning more about the situation on the other side of the experience. For individuals like Carl, helping them understand that their way of doing is valid and that if they approach their weakest style of learning with the same enthusiasm, they will optimize and expand upon their abilities to absorb culture. Active experimenters learn through experience but may find themselves responding to situations too quickly. Without reflection, they may not develop a deeper cultural understanding. Involvement in a service learning project while abroad may help Carl develop this cultural understanding.

Case Study 4. Ellen's Story



Figure 12: Ellen's Word Cloud

Ellen's Demographic Information

Ellen, a female born in mid-1985, is an only child. Her parents were born and raised in the United States and met in Texas where they were members of the military. Ellen's mother was born in 1960, and was of Irish-American descent. The youngest of eight siblings, she obtained an Associate's degree (a two-year degree offered in the USA) in nursing. She remained at home as a housewife. Ellen considers her mother to be a strong woman who looks at situations from different perspectives. Ellen's father was a pilot and earned an Associate's degree through the military. He was educated in Germany in his formative years, spoke fluent German, came from a military family background, was one of six children, and was considered as having self-determination. Ellen was born in the United Kingdom where she lived until age three when she moved with her family to Idaho, USA. Her father became ill when Ellen was four and the family moved closer to Ellen's mother's family in Connecticut. Her father died there when she was five. She considers herself as being independent since she was a young child. Ellen has purposefully not had "much interaction" with her father's family. Her mother always encouraged her to make her own decisions and become self-dependent. Ellen's mother "empowered" her to judge life situations for herself and to observe her surroundings. Ellen indicates that she is the 2nd of 29 first cousins. She was first in her family to obtain an undergraduate degree. Her degree is in Environmental Studies and Outdoor Education from Ithaca College in New York, and she is currently considering undertaking a Master's degree.

Ellen's Goals and Motivations

To travel
To be far from home
To participate in a program based on its unique design and curriculum perspective
To add breadth to previous outdoor leadership experience
To make new friends
To spend time with the land and culture

Figure 13: Ellen's Goals and Motivations for Studying Abroad

Travel and far from home

From the beginning of the data collection process, Ellen indicated that she “had harbored a desire to travel to New Zealand specifically for a very long time before College. Australia had always been appealing as well but, New Zealand seemed like a far away home.” She supported this statement by saying “I had begun to discover the country’s original people and had given several reports on them in high school. After doing minimal research on the islands and seeing pictures, there wasn’t much to debate. I was going.” She affirmed “it was a perfect introduction to travel.” Ellen compared travel to a commercial, stating, “It was like the Pringles commercial - ‘Once you pop you can’t stop!’ I was completely hooked to the concept of travel.” She reflected on a comment made by Samuel L. Clemens, author of *Mark Twain*, who said “Don’t let school interfere with your education.” She ruminated on her belief that “to travel is to gain knowledge and therefore be educated.” She expressed her love for travel and the exposure that comes along with the opportunity. Ellen felt that her education would not be “complete without the opportunity to study abroad.” She also felt that “going abroad with the UGA program gave [her] freedoms [that] other programs would not. The ability to be more out of doors, than in[,] for example.”

However, she also had a belief that she should “see as much of the United States as possible before traveling elsewhere (there’s so much grandeur and beauty right here).” This sentiment was again disclosed when Ellen retold a conversation she had with some of her fellow sojourners that they “agreed that we should travel our own country before jumping to any other continents. We all left with a greater appreciation for what we had right at home.” From an educational point of view, she felt she had a “renewed sense of interest in the environmental status of our country and those affected by us.” She has tried to remain “much more aware of global politics, constantly reading Grist Magazine online and listening to NPR.”

Ellen also spoke briefly of her belief that travel was “innate” within herself, and that she derived this feeling from her “mom and dad” and her “grandfathers.” She explained that “the male genes are pretty strong on both sides and from past reflection[,] all of the male figures I am closest to in my life have travelled, if not across oceans, across land.”

During Ellen’s study abroad and travel, she revealed her thoughts about her “carbon footprint” by indicating that she had considered what the group might be adding to the atmosphere through airflights and bus transportation. She recognized that other than staying home, there may not be a better way for a group to travel. She was cognizant of the implications for the group and had given it considerable thought.

Participate in a program ... unique design and curriculum perspective

During the early stages of data collection, Ellen related that the program referral and “unique design and curriculum perspective” made her feel confident in the program. As an Environmental Studies student she had “developed a strong background for environmental issues and had become very involved with sustainable development as well.” The fit was good and she felt it would “add breadth to [her] outdoor leadership experience.” Ellen

affirmed her degree studies related to her current employment by stating “I am largely still focused on environmental education and natural history, there's a lot of information still to learn.”

During her communication with the researcher, it was evident that she was concerned about the environmental effect of the study abroad program on the environment. She discussed this on several occasions stating:

We were not being asked to act within a set of guidelines concerning sustainable or environmental living. We were only posed the questions, which seem to slip easily through most students' ears. I kept a full journal often describing my thoughts, or observations.

In her own responsibility to the environment, Ellen considered that while on the program she spent time “minding my own waste and local consumerism.” Now that she is working she said she tends “to get into academic conversations with individuals to try and spread awareness without them losing interest, or thinking I’m just another tree hugger.”

Make new friends

With Ellen’s transient student status, it was important for her to meet new friends. Ellen reflected that she wanted to “make lots of friends! I remain very close still to several of the people from this trip, nor am I surprised.” She disclosed, however, that she “did not forge any new friendships with Kiwis or Aussies.”

Ellen disclosed, “I always value the opportunity to make friends and relationships more than anything else.” Of course, those who enjoy the companionship of others can relate to this sentiment. She added that “two [of the friendships] are very strong.” She noted that “it was one of those groups that just hit it off so well. We all got along famously. We all wanted to be together, and we all were just so happy to be where we were.” Ellen indicated her need for independence as she stated that she thinks she is “too young to settle down and I really

enjoy being free to make friends as I please.” In Ellen’s journal, she often wrote poetry. In one, she writes of friends and of the glowworm.

A starlit forest of stillness and mirth.
 Filled by light worms that glow in the night.
 Tucked under ferns and roots and dirt.
 They twinkle like the night sky except as glowworms in dark soil.
 A romantic gesture to set the mood.
 And night after night they blink on their lights awaiting its strangers
 and lovers and friends.

When Ellen returned from her study abroad experience, she continued to keep her journal for a while afterwards. When she returned to the USA, she moved away from home to start work. During these times she revealed, “I am homesick - badly. And more so I miss being abroad with the people I’ve felt the closest to in a long time. My real friends, I’m sure. I miss them.” Several months later, she again notes that she is missing “my friends from Georgia.”

Spend time with the land and culture

Early in the data collection process, Ellen stated, “I knew I wanted to really spend time with the land and culture (the native people). This is something I later came to reflect on heavily.” Indeed, she did reflect. This is evidenced in the following statement:

I was completely hooked to the concept of travel and contemplating sustainable/ environmental issues while doing so. This is a future pursuit of mine I think. We were poised with but not pushed to answer this hanging question of what impact(s) we were creating in our surrounding environment(s). The land, the bus, each other, the culture, etc. To me this was very serious, and it became so evident just how much we were impacting. As a large group it was difficult to maintain this awareness, yes[,] you could bring up these issues at any time but were any of us really trying to maintain that consciousness? It seemed unlikely. I found myself frequently e-mailing Dr. Tarrant, with questions and issues of conflict regarding the trip. This trip brought to fruition my abilities to see holistic perspectives and to try and find solutions based on the entire picture. I find myself constantly commenting (to myself) on my daily habits, and future goals. Aside from my dedication to environmental awareness, I was utterly enamored with the country and region of the south pacific. Again I am speaking mostly of New Zealand as it filled me with so much lust and wonder. I could easily live there (w/ the

exception of no family...) And if there's a possibility of creating a job between the U.S. and N.Z. I hope to find it.

Not only did Ellen provide information about the sustainability of the tourist industry and her concern for the impact that the group had on the environment, but she also wrote about the land itself.

Throughout the collection of data, the researcher discerned that Ellen was “present” and observant as she increased her ability to hold an ethnorelative viewpoint. Ellen, although she enjoyed the social side of being in a university-aged group, understood and took full advantage of the learning opportunities made available to her during her time abroad. With her interests in the same areas as the other four of the program considered, there is no doubt that her development continued to grow while abroad and when she returned to the USA.

Ellen’s Kolb Learning Style Inventory

Ellen’s results from her KLSI indicate that her learning style is best described as an accommodator. Accommodators are typically dynamic learners and, hence, tend to get involved in their learning process. Throughout the data collection process, Ellen mentioned numerous times that she had been in contact with the program director to discuss concerns about the study abroad program. Her issues centered around sustainable ecotourism and the program’s impact on the environment. She stated, “I found myself frequently e-mailing Dr. Tarrant with questions and issues of conflict regarding the trip.” Again, she indicated, “We were not being asked to act within a set of guidelines concerning sustainable or environmental living. We were only posed those questions, which seem to slip easily through most students’ ears. I kept a full journal often describing my thoughts, or observations. I also seem to remember being very chatty with Dr. Tarrant over the subject as well.” In regard to her carbon footprint, Ellen remarked that she had given it consideration. She thought about the

implications of the air flights and bus trips but was “not sure what a better system would be to transport 32 plus people from the U.S. to N.Z. and AUS and back.” She even wondered if “this sort of travel should not be encouraged ... I’m weighing the options.”

This aspect of “weighing the options” is another descriptor of the accommodator learning style. These individuals tend to learn by way of trial and error, getting involved and through various mechanisms achieving self-discovery through intuition. Ellen implied this use of trial and error when she stated that “this trip brought to fruition my abilities to see a holistic perspective and to try and find solutions based on the entire picture. I find myself constantly commenting (to myself) on my daily habits, and future goals.” In consideration of this trial and error feature, Ellen considers that “before, during, and after” the program she tended to “overthink, think, and rethink just about everything.”

Accommodators tend to find themselves in leadership roles. Ellen notes that while she was an environmental studies student, she had “already developed a strong background for environmental issues, and had become very involved with sustainable development as well. This[,] in combination with my part time status as a campus outdoor trip leader[,] made Dr. Tarrant’s abroad experience truly fitting.” Accommodators also like variety and flexibility in their learning as evidenced by Ellen’s disclosure that she “enjoyed the idea of jumping into a group of people whom I’d never met which simply drove my interest in the destination and program.”

As an accommodator, Ellen’s strongest area was her initiating style that is typically characterized by the ability to take action in dealing with the learning experience. This initiating style includes types of active experimentation and concrete experience. Ellen, unlike most accommodators, also had a strong desire for reflecting on her experience. Of all the participants in this study, she kept the most detailed journal of her study abroad

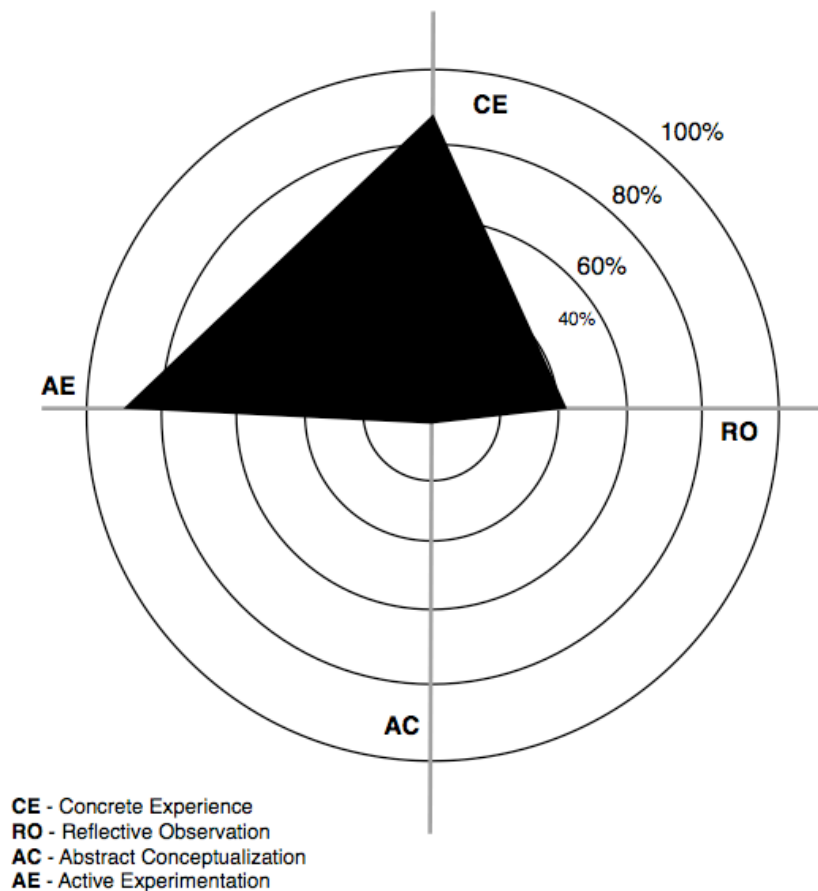


Figure 14: Ellen's Kolb Learning Style Inventory Learning Mode Graph

Note: Representing the norms on the four basic scales (CE, RO, AC, AE), the individual's preferred way of learning is shown by the point on the blackened trapezoid closest to 100%.

experience. Ellen noted in her journal, at one period when the group was not traveling as often “I can’t believe the difference between being in one place and traveling . . . too much time to think.” Her thoughts often took her back to the USA and to her boyfriend that she had left behind.

Accommodators learn intuitively and Ellen’s intuition was influenced by the desire of her mother that Ellen become “self determined” and have “common sense” in her approach to life and learning. Variety and flexibility also describe accommodators. “I wanted a program

that would be eye opening (educationally) and engaging mentally/ physically.” Her choice of program accommodated these desires as well as her learning style.

In conclusion, **Ellen actively participated in her study abroad program.** While reviewing her journal, the researcher became conscious that while away, Ellen’s thoughts of home and her boyfriend occupied a substantial part of her thoughts. The researcher wondered if Ellen had been free of those thoughts how it might have played out in her engagement abroad. There seems to have been no substantial adverse reaction resulting from Ellen’s thoughts of home. However, **she made no significant movement on the scale to ethnorelativism as indicated in her IDI scores.**

Answering the Research Questions: Ellen

Research Question One: Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?

Ellen shared four goals that showed an interest in active engagement, namely, “to travel,” “to participate in a program based on its unique design and curriculum perspective,” “to add breadth to previous outdoor leadership experience,” and “to spend time with the land and culture.” **Her goals and motivations did propel her toward active engagement based on her DS scores indicated in her IDI.**

Ellen's Intercultural Development Inventory

Table 13: Ellen's IDI Results

Intercultural Sensitivity	Pre-test	Post-test	Two years out
PS	117.89	118.69	118.87
DS	82.73	84.84	87.22

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

As shown in the scores indicated in Table 13, Ellen's PS scores (117.89, 118.69, 118.87) stay approximately the same for all 3 periods of time. The increase in her DS pre-test to two year out score was sufficient to move her into the next stage towards ethnorelativism (82.73, 84.84, 87.22). Ellen's responses in her developmental score borders between Denial/Defense and Minimization while she perceives she is in the Acceptance/ Adaptation scale. As has been seen in the other case studies, it may be noted that it is common for the perceived (PS) and developmental scores (DS) to be different. In Ellen's situation, although she began her developmental score in the later stages of Denial/Defense, she has continued to move toward a more ethnorelative view of the world. Her movement may be affirmed as slow but steady.

In contemplating Ellen's IDI data, the researcher is able to discern some differences in her worldview profile. The worldview profile and the developmental issues are described within each of the intercultural development scales as related to the developmental model of intercultural sensitivity (expanding from ethnocentrism to ethnorelativism as described in the methodology section). Within the worldview profile, we see that Ellen is fully resolved in the Denial/Defense scale where the worldview is simplified and/or polarized into cultural

difference. She is in transition in her understanding of the “us” and “them” polarization and in this case, Ellen has showed that she tends to think of “them” as superior. This sentiment may be demonstrated in the response to a question regarding her feelings of being “enamored with the country and region of the [S]outh [P]acific.” One of her responses to this indicated that she felt “The ease of the people and the cultural reverence for the Māori language (openly displayed on nearly everything). It made it difficult to love our own country since we still do not recognize much of our native past.”

In regard to her view of the highlights of cultural commonality and universal issues, her position is unresolved as indicated by the IDI. Further education in intercultural communication would provide Ellen with a deeper understanding of the essentials of humanity, the embodiment of similar cultural principles, and challenged by the organizing framework of perspectives outside of her own identifying culture. She also indicated that she was “enamored” with the fact that “there’s still a tea time. And in Hobart, Tasmania many head to the pubs strictly at 4 o’clock p.m.” There is no doubt that her cultural construct is unconsciously used as the qualifying standard. In the data collected, analysis shows that Ellen’s comprehension and accommodation of complex cultural differences are in transition. Within the encapsulated marginality (EM) scale, her ability to identify and separate any specific cultural context in her own worldview has been accomplished. There are two aspects of EM: constructive marginality and encapsulated marginality. In constructive marginality, we see individuals who can move easily through various cultural frameworks and behaviors as a person of multicultural awareness. Ellen’s specific responses within each scale may be viewed in Appendix 6 of this document.

After her recognition of frustration with the group, Ellen began to write quite heavily in her journal about her boyfriend who lives in the USA. She shared how much she missed her boyfriend and how she wished that he was there enjoying the trip with her. Homesickness

often develops during times of frustration. Her ties with home and telephoning back become more rather than less frequent with time.

Research Question Two: Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

One of Ellen's goals was "to add breadth to previous outdoor leadership experience." Ellen shared that she "had already developed a strong background for environmental issues and had become very involved in sustainable development" before she attended the program; however, she felt that with her "part time status as a campus outdoor trip leader" her study abroad would be a "truly fitting" experience. Ellen indicates that during her study abroad experience she became cognizant that she has "big hopes for working with communities and governments for sustainable planning." Ellen said that since attending the study abroad program she had "returned (to the USA) [with] a renewed sense of interest in the environmental status of our country and those affected by us. Ellen observed that the study abroad program was "awesome ... as an environmental studies major [and that she]' had experience to speak from and build on." **Ellen appears to have obtained a new focus in her environmental studies.** Ellen went on to obtain an MA in Sustainable Business and Communities.

Research Question Three: Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

Ellen came into the study abroad program with a goal of participation based on the

program's "unique design and curriculum perspective." She also wanted to add to her "breadth" of outdoor leadership experience. There are numerous times during the study abroad program when Ellen wanted to experience an event that wasn't part of the planned activities. She located someone locally to take her where she wanted to go and found time to accomplish the task. One such event was her desire to hike the St. Arnauds Range near the Nelson Lakes in New Zealand. She began the hike at 3 p.m.. It took her 2.5 hours to reach the top where she expressed that "reaching the top was astounding!" Here she was able to see the "beautiful expanse of the range." She and her local guide jogged the way down in roughly 1 hour and 45 minutes leaving her 25 minutes before the evening lecture began. There are other examples of Ellen's investment in her own goals, especially the ones that had to do with "spending time with the land and culture." Two examples involve an unscheduled visit to Freycinet National Park in Tasmania, Australia and her evening hike at Stewart Island in hopes of seeing kiwis. She was fortunate to have seen two. Ellen's prior employment experiences developed her organizational skills, which helped her get more out of her time abroad. It is to Ellen's advantage that she organized and participated in opportunities not provided by the program. **It appears that Ellen invested in her own achievement.**

Research Question Four: What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

Through Ellen's KLSI scores, her dominant learning style is as an accommodator. Ellen is strong in both active experimentation and concrete experience. Through her strong ability to influence outcomes or change situations, she, like Carl, is quick to want to accomplish tasks in order to see results. With her equally strong preference of concrete experience, she enjoys involving people in a systematic way to solve problems. Ellen's work as an outdoor leader is a perfect job for individuals such as herself. She learns by feeling and

relating to people in a sensitive manner. Students such as Ellen will want to have concrete experiences with the local people abroad, experiences such as meeting people in the host country as soon as possible and asking them for advice. **Providing Ellen opportunity for involvement in the host community would be helpful for her in her movement toward ethnorelativism.** Ellen, although it does not show prominently in her KLSI Learning Mode Graph, has recognized the benefits of self-reflection as indicated in the fact that she kept a journal.

Case Study 5. Alice's Story



Figure 15: Alice's Word Cloud

Alice's Demographic Information

Alice, one of four females who participated in this study, was born early in 1985. She is the eldest of three children in her family. Her brother and sister are, respectively, nearly four and nine years younger than herself. Both parents are practicing physicians. Her father is a nephrologist and her mother is an internist. Alice was born in Missouri where she lived for the first two years of her life. Over the next five years, her family moved to Texas and Iowa, and finally settled in Florida. Alice began preschool in a public school, kindergarten at a private school in Texas. She attended a public elementary school in Iowa, went to a private elementary school in Florida where she also attended public middle and high schools. Alice spent four years at a university in Missouri where she graduated with a major in Environmental Studies and minors in English Literature and Spanish. Alice was a transient student on her study abroad experience with the University of Georgia. She began traveling internationally at age 13 when she visited Mexico, Puerto Rico at age 16, Israel at age 19, South America at age 20, New Zealand and Australia at age 21, and Canada at age 22. Alice continued her tertiary education by attending Duke University, where she graduated in 2011 with a Master of Environmental Management with a specialty in Ecosystem Science and Conservation. She also obtained a Certificate in Geospatial Analysis, a Certificate in the Implementation of NEPA (National Environmental Policy Act) and served as Degree Marshal at the 2011 Commencement. During her time at university, Alice was active in extra curricular activities, advocating for the welfare of other students by performing as a mentor and tutor for the Duke Athletic Academic Department, outreach manager for the Student International Discussion Group, Master's Student Representative on the Technical Advisory Council and Communications Director for the Nicolas School Student Council. Alice is currently employed as an Outreach Specialist through the Presidential Management Fellow program of the Bureau of Land Management within the U.S. Department of the Interior in Washington, DC.

Alice's Goals and Motivations

To experience life in another country
To experience a "green" country firsthand
To have an educational experience
To experience different cultures
To travel
To be independent
To pursue environmental work
To live abroad
Self-efficacy
To pursue professional goals

Figure 16: Alice's Goals and Motivations for Studying Abroad

Life in another “green” country

During initial conversations in the data collection process, Alice made it clear that she wanted to experience what life would be like in another country. She indicated that “after five semesters at a college in [the midwestern USA], it was time for a change.” It was apparent that Alice wanted to go on this specific program because of its application to her academic interests, and she enthusiastically revealed that she “was eager to witness a ‘green’ country like New Zealand’s environmental policies firsthand.” Her academic and personal inclinations were evident from the very beginning of the researcher’s exploration into Alice’s experience abroad. Alice revealed:

I wanted to learn all I could about the New Zealand and Australian cultures, along with their environmental policies. I was mostly excited just to travel around the countries -- they are both so beautiful. Also, I wanted to do something more independent than I had in the past. I expected to have a great time and learn a great deal, and I did!

She “discovered” this specific program “via the internet” and she indicated that her “school didn’t offer anything comparable . . . that’s why I chose that specific program.”

Educational experience and environmental work

Alice clearly recognized the connection between her education and future employment.

Her ability to explore study abroad options that related to both her education and future employment indicates that she is very motivated. She revealed that:

The program made me more eager than ever to pursue environmental work. I realized that, since pro-environment systems are extremely successful in New Zealand, then there is no reason why they cannot be implemented here [USA]. However, I also learned that, because NZ has such a small population, it is much easier to maintain sound environmental and social policies.

She “wanted to learn about environmental issues from a different perspective.” She believes that “it’s always nice to understand things from another country’s point of view.” She “figured that studying the environment in New Zealand and Australia would give [her] . . . a larger understanding [of] the field as a whole.” Alice is a student who clearly demonstrates an ability to analyze and channel information.

When discussing what she needed to learn about New Zealand and Australia, Alice indicated that:

[T]he program I was enrolled in did a pretty good job of teaching us -- I didn’t have to do too much on my own! I did do a bit of internet research before I left, mostly about New Zealand’s environmental policies. Other than that -- I paid attention in my classes, completed my assignments, and studied all the readings carefully. I also took every opportunity to question our guest speakers about their [environmental] jobs and ideas.

Culture, travel, living abroad, independence and self efficacy

As conscious as Alice was regarding her academic goals, she also desired to become travel savvy and culturally astute. She remarked that:

Study abroad also fueled my desire to travel. I really enjoyed living in other countries for a few months and learning about such diverse cultures. Finally, my positive experience abroad helped me to realize that I am capable of taking risks and fending for myself.

She noted that she:

[H]ad traveled alone in the past, but never to another country. I knew that spending a few months on the other side of the world, with completely new people, would be a growing experience. I did not go on the program with any friends, so it was truly an independent venture.

Further, Alice mentioned that:

[T]he cultural learning aspect was a major draw for me. I do feel like I learned a great deal about the cultures of New Zealand and Australia, although I wasn't in either country for too long. Also, since we traveled as a group, we weren't exposed to the locals as much as we would have been had we lived in dorms in, say, Brisbane for a few months.

However, she did say that the group “studied linguistics and cultural features in both countries.” In addition to travel and cultural engagement, Alice had some personal expectations as well. She wanted to learn to be independent so she could feel comfortable in handling of her own affairs. She indicates this when she explains “I was fully self-sufficient when it came to managing my schedule, planning my spring break itinerary and travel arrangements, handling my finances, etc. Now that I am living independently in New York, that experience has come in handy!”

Pursue environmental work

Interestingly, Alice connects this time in her life with her capacity to engage in and strive toward her occupational qualifications. In a moment of reflection, Alice said, “Now that I have graduated college, that knowledge has helped me to move to New York City [NYC] and pursue my professional goals.” She went on to say:

Successfully completing my [study] abroad program boosted my confidence level. I was able to move to NYC without a job already lined up, and I have been doing well here ever since. My experience abroad has, I believe, made me a more well-rounded

and interesting person, thus assisting me through the interview process. Living in a 5th-story walkup in Hell's Kitchen is a piece of cake compared to some of the experiences I went through while abroad, such as the harrowing gorge hike and the tarantula-and-leech-filled campout!

Although Alice purposefully sought out the New Zealand/Australia study abroad program, it wasn't her only choice. Since she studied Spanish which was her minor while in school at the time, she "strongly considered studying abroad in Spain or South America in order to improve" her language skills. She stated that she "was torn between the New Zealand/Australia program and one in a Spanish-speaking country." She specified that she "would not have studied in a country where neither Spanish nor English is the national language." Alice rationalized "that would not have made much sense, given my areas of study."

As much as it seems that Alice consciously made the decision to go abroad on her own volition, she states "aside from my own strong interest in study abroad, my friends and family supported my decision. Most of my friends studied abroad during their junior year so we all supported one another." The institution Alice attended also supported its students in study abroad initiatives. She illustrates this fact by stating, "My school also strongly encourage[d] its students to go abroad for a semester."

Alice shared her recollections of the learning experience while on the program. The topic of school differences was discussed. Alice indicated that attending the UGA study abroad program was "like a vacation" compared to her coursework at Washington University. She added that she "still learned a great deal." She explained that the study abroad "experience was far more interactive and exciting. At Washington U, I mostly attended fairly standard classes -- very few involved field work (although those were some of my favorite classes)." She made a comparison about her coursework on her campus and that of the study abroad program, stating "the actual assignments were far simpler than those I was used to

receiving at Washington U. And there were fewer of them. But to be fair, we didn't have access to libraries, the internet, etc. while we were traveling."

When asked about the resources available on the study abroad program, Alice commented that the group had "limited internet access" and restricted "ability to use the local libraries." She explained that she used the library for such access to the internet and that the textbook that was required for the program "combined with the lectures," provided "all the information" she "needed to complete the assignments."

Alice's penchant for international travel is attested to by the fact that she traveled internationally with her family. "We went to Israel (like all Jewish families!), Mexico, Puerto Rico, Canada, and South America."

Alice's Kolb Learning Style Inventory

When analyzing Alice's KLSI, it was determined that her learning style was that of a converger. Alice's primary source of focus is on abstract conceptualization (AC). In her case, she naturally uses practical ideas and theories to understand content of curriculum. She tends to solve problems by asking questions and finding solutions. When given an option, she prefers to deal with problems head-on rather than through social interactions or interpersonal relations. In Figure 17, we see the strong influence in Alice's learning style that leans heavily upon AC. Individuals who favor AC typically prefer using simulations, experiential opportunities, and practical applications to experiment with new ideas. Since the learning style of a converger tends not to initiate reflective observations, it may be inferred that this is one reason why Alice did not keep a journal while she was on her study abroad experience. Alice indicated "I am absolutely not the journal-keeping type." In agreement with the converger learning style and the practical uses for such learning, Alice indicates that the study

abroad program helped her to “realize that I am capable of taking risks and fending for myself.”

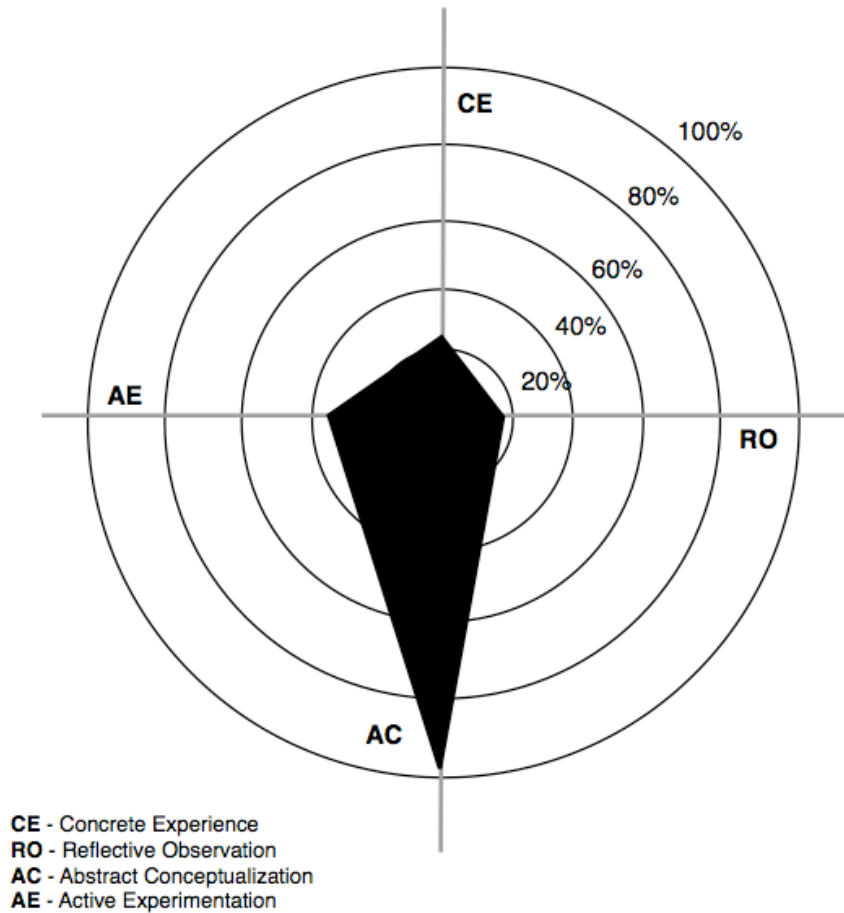


Figure 17: Alice's Kolb Learning Style Inventory Learning Mode Graph

Note: Representing the norms on the four basic scales (CE, RO, AC, AE), the individual's preferred way of learning is shown by the point on the blackened trapezoid closest to 100%.

Alice accomplished her goals through the different educational experiences provided while abroad and satisfied her University requirements in the process.

Most notable, however, were her on-campus activities that included international activities. This in itself offers ample opportunities for observing, interacting and involving oneself in cultural experiences offered outside the norm of the home culture.

Answering the Research Questions: Alice

Research Question One: Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?

Alice's goals and motivations propelled her toward active engagement abroad.

Alice's PS scores were in Adaptation and were two full scales higher at the end of the two year period after her study abroad program. Her DS, from her pre-test to her two year out, moved from Minimization to Acceptance. She has been successful in moving toward ethnorelativism. Alice is the "text book" case, with numerous external factors influencing her worldmindedness. Namely, she traveled as a child both nationally and internationally, she involved herself in many international opportunities on her school campus, and she volunteered to be an international mentor for several groups.

Alice's Intercultural Development Inventory

The IDI scores in Table 14 shows the large increases over the three administration times of Alice's PS scores (119.85, 124.88, 131.25) as well as her DS scores (88.38, 99.2, 119.05).

Table 14: Alice's IDI Results

Intercultural Sensitivity	Pre-test	Post-test	Two years out
PS	119.85	124.88	131.25
DS	88.38	99.2	119.05

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

Several noteworthy inferences can be made from Alice's IDI results. The first of these observations is that the initial gap between the PS Pre-test and the DS Pre-test score is greater than 2 standard deviations. However, by the end of the two year period, Alice's DS score is nearly at the same place as her pre-test PS score. Second, within the two year period of time, the rate at which her PS score accelerates is not at the same level at which her DS score accelerates. Her DS score accelerates almost 2.5 times faster than her PS score. The researcher suggests that several factors contributed to these increases. Alice traveled in her youth, exposing her to different cultures, different "realities", and different observations. She participated in a study abroad experience. Last, Alice participated locally with individuals from other cultures through advocacy in her home environment. The researcher believes that these participatory experiences helped the development of a worldview that may have accommodated complex cultural differences, and therein allowed Alice to shift perspective and behavior according to the context in which she finds herself. It is no surprise that Alice has continued to stay within Acceptance/Adaptation in her intercultural development, long after her study abroad program ended, as evidenced by her extracurricular activities while in the university setting. Alice's specific responses within each scale may be viewed in Appendix 6 of this document.

Research Question Two: Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

Alice was an Environmental Studies major when on her study abroad program. Her interest in environmental studies is what brought her to seek out and attend this specific program. Alice indicated that the program had made her "more eager than ever to pursue environmental work." It was on the study abroad program that she realized that "pro-

environment systems” could be extremely successful. As indicated in her demographic information, she went on to graduate with a Masters degree in Environmental Management with a specialty in Ecosystem Science and Conservation. Alice believes her study abroad experience had no impact on her decision to go on for a Masters degree. She indicates that her interest in the field was already in place. Alice thinks that the study abroad program reassured her that she was in the right field of study. **The researcher sees where Alice’s experience abroad supported her learning but did not determine or bring focus in her area of interest.**

Research Question Three: Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)

Alice has been personally invested in achieving her goals and motivations well before going on this study abroad program; however, even in this situation abroad, she achieved all of her goals. Alice indicates that “the cultural learning aspect was a major draw” and that even though traveling as a group had its drawbacks she was pleased that she was able to study “linguistics and cultural features in both countries.” She made it clear that the program offered more than study of the natural environment.

Research Question Four: What kind of preparatory model could best utilize the students’ styles of learning and propel them toward ethnorelativism?

As verified by Alice’s KLSI scores, her dominant learning style is as a converger. Alice is strong in abstract conceptualization. **Alice is a thinker and finds it easy to analyze numerous ideas into a logical system. Alice uses logic rather than feelings as her way to understand problems. As indicated in Julia’s profile, students such as Alice and Julia,**

will prefer not to do role playing activities in a orientation or learning setting. They are more comfortable with traditional lectures for learning; however, providing new skill acquisition in taking action while abroad will help the student to be more successful in approaching cultural difference. In contrast to Julia, Alice has learned to approach the learning cycle by doing as well as thinking. This has helped in her movement toward ethnorelativism.

Comparison of Scores Across Participants

In summary, the demographics of the group include five participants: Four female and one male. All five were UGA students with two being transient (they were only enrolled at UGA for the study abroad semester and would be transferring their credit to another institution outside Georgia). One was classified as out-of-state (a student who resides outside Georgia but has come to the University to study and pays out-of-state tuition which is considerably higher than the cost for in-state students), and two were in-state (residents of Georgia). Julia was an international affairs major, and Dina majored in journalism. Alice and Ellen majored in environmental studies, and Carl majored in business and real estate.

This study, using naturalistic inquiry, has broadened the understanding of what is known about this study abroad program and the learning experiences it provided in relationship to the self-directed goals and motivations of these five student participants. The analysis has helped provide insights into their development during their time abroad. In analyzing participant responses, the researcher assumes that the students mentioned their goals/motivations in order of importance. The first three goals for each student are considered to be the most important and are listed below. The researcher did not ask the participants to rate their goals and motivations in order of importance, so as not to introduce undue bias that

may have affected the outcome. The researcher decided against such a request in consideration of the naturalistic enquiry and a holistic approach to the data gathering.

Participant	Top 3 Goals/Motivations (in the order mentioned by the participant)		
Dina	To take a ‘break from the “routine” college experience	To travel	To experience a country that didn’t pose a language barrier
Julia	To ‘expand horizons’ and ‘move outside comfort zone’	To pursue educational goal	To travel
Carl	To continue having good grades in school	Adventure	To travel
Ellen	To travel	To be far from home	To participate in a program based on its unique design and curriculum perspective
Alice	To experience life in another country	To experience a “green” country firsthand	To have an educational experience

Figure 18: Top 3 Goals and Motivations of Study Participants

As a final opportunity to look at the goals and motivations for the student participants, Figure 18 shows the results. Four of five participants mentioned travel and educational goals in their top three goals and motivations. Two of five participants reported being away from home or experiencing another country in their top three goals and motivations. The rest of the goals and motivations were individual to each participant.

In the following Table, all group scores for the KLSI for each of the participants are provided. The scores are individually indicated by Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE), as well as, the two poles AC-CE indicating the Perception Continuum and AE-RO indicating the Processing Continuum. Lastly, the Dominant Learning Style for each participant is listed for

convenience and understanding. Figure 2 in Chapter 3 will help remind the reader of the Kolb Cycle of Learning. Active descriptors are provided in Figure 19 for each of the learning styles. As indicated in Table 15, the dominant learning styles were: three converging (decision makers), one assimilating (planners) and one accommodating (doers).

	Doing Active Experimentation (AE)	Watching Reflective Observation (RO)
Feeling Concrete Experience (CE)	Accommodating (CE/AE)	Diverging (CE/RO)
Thinking Abstract Conceptualization (AC)	Converging (AC/AE)	Assimilating (AC/RO)

Figure 19: Kolb Learning Styles by Active Descriptors

Lastly and in reference to the IDI, a comparison of IDI and IDI change scores across all subjects and all three testing times is presented. Tables 15 and 16 present the students' Intercultural Development Inventory and Change Scores over three administration times. Even though the creators of the IDI accept any movement up the scale toward ethnocentrism as a sign of positive change in intercultural sensitivity, one can see from these tables that most students did not make large changes between pre and post-test measurements. This study was a qualitative study with a small purposive sample, therefore, no statistical analyses pre to post are appropriate. However, since the IDI is a normal distribution, the changes in IDI scores can be interpreted keeping the size of the standard deviation (15 points) in mind. Table 16 presents Participant Perceived Scores (PS) and PS Change Scores for the Intercultural Development Inventory.

Table 15: Group Scores for the Kolb Learning Style Inventory

Kolb Learning Style Inventory	Alice	Dina	Ellen	Carl	Julia
Concrete Experience (CE)	20	18	33	26	19
Reflective Observation (RO)	21	35	26	17	28
Abstract Conceptualization (AC)	48	32	19	35	38
Active Experimentation (AE)	31	35	42	42	35
Dominant Learning Style	Converging	Assimilating	Accommodating	Converging	Converging

Perceived Scores, as already described, measure students' perceptions of their intercultural sensitivity and are higher and do not reflect actual changes in intercultural sensitivity as measured by DS. When comparing student change scores from pre- to post-test on this table, one can see that four of the five students' PS scores increased a small amount (from .8 to 1.58 points), whereas, Alice's PS score increased 5.03 points. When looking at changes among the pre-test, post-test and the two years out scores, Alice showed continued improvement in her PS scores, more than doubling her pre-test score (5.03) to 11.4 for her two years out score. The gains right after the study abroad program either remained the same or decreased over time for the other four students. Ellen showed a very small upward trend of less than one point in her PS scores across all three administration times and the PS scores of the other three students, Dina, Carl and Julia, decreased from pre-test to post-test, and then from post-test to two years out. In contrast, Alice was the only student who demonstrated

much of an increase in her own perception of intercultural sensitivity. This upward trend is a mark of her continued interest and participation in intercultural experiences.

Table 16: Participant Perceived (PS) and PS Change Scores for the Intercultural Development Inventory

Intercultural Development Inventory	Alice	Dina	Ellen	Carl	Julia
Perceived Score (PS) Pre-test	119.85	125.02	117.89	113.77	128.99
PS Post-test	124.88	126.17	118.69	114.74	130.57
PS Two years out	131.25	121.79	118.87	112.01	127.28
Perceived Score (PS) Pre-test to Post-Test	+5.03	+1.2	+0.8	+1.0	+1.58
PS Post-test to Two years out	+6.37	-4.4	+0.2	-2.7	-3.29
PS Pre-test to Two years out	+11.4	-3.3	+0.9	-1.76	-1.71

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

Participant Developmental Scores (DS) and DS change scores for the Intercultural Development Inventory can be seen in Table 17. The same pattern can be seen in the DS as was seen in the PS - four out of five students in this study increased their DS from pre- to post-test and three out of four students increased their DS between the post-test and two years out from their study abroad experience. Dina's DS score decreased 3.1 points from pre- to post-test; Carl, Ellen and Julia showed small increases from pre- to post-test of at least two points (range: 2.1 to 2.83). In contrast, Alice's DS increased over one standard deviation pre- to post-test (19.85) and over two standard deviations post-test to two years out (30.7).

Table 17: Participant Developmental Scores (DS) and DS Change Scores for the Intercultural Development Inventory

Intercultural Development Inventory	Alice	Dina	Ellen	Carl	Julia
Developmental Score (DS) Pre-test	88.35	102.12	82.73	75.53	117.85
DS Post-test	99.2	99.07	84.84	77.81	120.68
DS Two years out	119.05	100.87	87.22	71.58	119.66
Developmental Score (DS) Pre-test to Post-Test	+10.85	-3.1	+2.1	+2.3	+2.83
DS Post-test to Two years out	+19.85	+1.8	+2.4	-6.23	-1.02
DS Pre-test to Two years out	+30.7	-1.3	+4.5	-3.95	+1.81

Note: Denial/Defense numeric range 55-85 (Reversal numeric range 71-85 is indicated in individuals who have not resolved their understanding of cultural perspectives as assessed through the Encapsulated Marginality [EM] scores embedded in the IDI); Minimization numeric range 86-115; and Acceptance/Adaptation numeric range 116-145.

In addition to Alice, Ellen and Julia's scores continued to increase from post-test to two years out, showing increases of 4.5 and 1.81 respectively. Ellen's movement from Defense to Minimization, although it is not a full standard deviation, demonstrated that she progressed one scale closer to ethnorelativism. By the end of the study, Dina and Carl showed decreases in cultural sensitivity as demonstrated by their decrease of 1.43 points for Dina and of almost 4 points for Carl. As can be seen by her DS scores, Alice is the only individual of the five participants in this study to show meaningful progress in moving from ethnocentrism to ethnorelativism.

As indicated in previous information about the IDI, we know that the DS maintains overarching importance for intercultural sensitivity. This information may indicate that it is

essential that students continue to engage in cultural diversity after attending a study abroad in order to increase or maintain their intercultural sensitivity. This engagement is crucial to continued movement on the continuum from ethnocentrism to ethnorelativism. That Alice showed the most positive gains is notable because she had the most pre-program and post-program experiences that enhanced and informed her study abroad experiences. For Alice, this may seem to have happened serendipitously. However, Alice moved a fair amount growing up, she traveled extensively, she returned from her study abroad program and became involved in international organizations. The proposed Adapt, Adopt, Adept Model for Study Abroad presented in the next chapter is an attempt to use the data from these participants to systematize the resources and expectations for study abroad as the experience is too great to leave important aspects of learning to chance.

Chapter 5. Adapt, Adopt, Adept: A Preparatory Model for Study Abroad

In consideration of the short-term study abroad experience, like the one presented in this study, and the responses given by the participants of this study, it appears that providing a balanced opportunity to learn about culture prior to the program, continued options for observation and exposure to cultural differences while abroad, and reentry objectives may provide the student with experiences conducive to continued movement on the progression from ethnocentrism to ethnorelativism. Providing study abroad students with the opportunity to consider ways in which to broaden their experience abroad may be a helpful programmatic emphasis. To not do this and have students experience a study abroad program at a surface level while maintaining distance from the local culture could be viewed as a waste of effort, time and money.

From campus administrators and faculty to staff and students, the learning process of a study abroad program has the potential to maximize the educational opportunities through skillful intervention. This intervention may be accomplished with prerequisite coursework that starts the learning process. Dewey states, "...education must be conceived as a continuing reconstruction of experience" (Dewey, p. 79). When a student goes on a study abroad program for the first time, it is essential to have acquired some skills to help arrange or reconstruct the learning opportunities prior to the time abroad. Doing so provides a foundation upon which further learning may occur. If the foundation is not solid, the construct may be lacking depth and breadth. Another advantage to early engagement in the learning process is that it becomes a model for responsible cooperative learning.

To make the learning process conducive to maximum accomplishment by students while in the host country and for a long-term positive result, it is essential to provide

assistance in assimilating and integrating their experiences at developing levels of complexity. The learning process inherent in study abroad is experiential as defined by Dewey and Kolb. Kolb (1984) offers the following six components of experiential learning which have been interpreted and adapted by the researcher for the study abroad context:

1. *Learning is best conceived as a process, not in terms of outcomes.* Although prompted by specific learning opportunities, learning does not terminate with a desired outcome but is continuous and accumulative. Through accumulative and continuous experience, knowledge is altered, improved, continuously changing and growing. Dewey proposed that "...education must be conceived as a continuing reconstruction of experience ... the process and goal of education are one and the same thing" (1897, p. 79).
2. *Learning is continuous.* The idea of continuous education includes using former learning to guide future inquiry and learning.
3. *Learning requires the resolution of conflicts between opposing adaptations to the world.* It is in this conflict that a recognition of differences can drive the learning process. Recognizing the need for reflection, action, feeling and thinking is essential to adaptation.
4. *Learning is a holistic process of adaptation to the world.* The process of learning is integrated through a fully functioning individual by way of thinking, feeling, perceiving and behavior.
5. *Learning involves transactions between the person and the environment.* The consequence of individual observation and reflection provide a "real world" learning environment.

6. *Learning is the process of creating knowledge.* Ongoing education is the outcome of developing a connection between social and personal knowledge through subjective life experiences.

To provide students with the opportunity to understand their own learning strengths and how they approach learning, the Kolb Learning Style Inventory (KLSI), as used in this study, can provide a way to help students and instructors gain an understanding of approaches to their own part of the ongoing learning environment. Providing both student and instructor with this information, early on in the process, will furnish the student a base from which to approach their personal learning cycle and the instructor will understand how to approach the information being administered to help improve the learning for the student.

Using the Intercultural Development Inventory (IDI), as a pre- and post-test has been administered in this study, can provide a measurement of worldmindedness. The questions in the inventory provide opportunity for discussion and learning. Through this measurement, information may be obtained that can help with the continuous process of movement from ethnocentrism to ethnorelativism. Using the IDI as a pre-test before the study abroad experience, offers both student and instructor a base from which movement toward ethnorelativism can be measured.

Figure 20 demonstrates that utilizing both the KLSI and the IDI in the ways demonstrated in the study can provide methods to collect evidence of attaining the intended learning outcomes of study abroad. The purpose of such collection is to assure an enhanced quality of learning through the study abroad experience. Through the IDI and KLSI instruments, the data collected from participants may be used as indicative and/or predictive of the students' experience while abroad. The IDI may indicate the participants' development along the scale from ethnocentric to ethnorelative. The KLSI may predict the learning style of the student. While participants establish their own goals and motivations to study abroad,

those goals and motivations may not guarantee that they will achieve the intended learning outcomes of the study abroad program.



Figure 20: Tools for Learning

As indicated in Figure 21, the intended learning and the actual learning while abroad is different. The largest gap appears to be in what is termed “Global Citizenship” in the intended learning section. Although there are areas of that category that have been touched upon in the student data of actual learning (primarily within the academic curriculum), the cultural and intercultural competencies seem to have been overlooked. The student participants in this study may find difficulty developing in the area of global citizenship. Addressing ways to bridge this learning gap will be proposed in the Adapt, Adopt, Adept Model for Study Abroad.

Intended Learning on Program	Actual Learning on Program
<u>Multidisciplinary Academic Approach</u>	<u>Multidisciplinary Academic Approach</u>
Field Activities	School
Learning Environment	Support
Global Community	Meet deadlines
Live	Finances
Participate	Program Structure
Human/Natural Environment	Curriculum: Modules and Field Activities
Interaction	Field Activities
Conservation	Political Systems

Intended Learning on Program	Actual Learning on Program
Sustainable Development	Environment:
Human Population	Flora and Fauna
<u>Global Citizenship</u>	Cultural Learning:
Balancing Act	Local speakers
Economic	Indigenous visit
Social	Marae
Environmental	
Global Warming	<u>Social</u>
Resource Depletion	Making friends
Biodiversity Preservation	Welcoming country
Environmental Pollution	Socializing
Cultural	Peer Influence
Historical	
Political	
Stewardship	
Sense of Responsibility to Global	
Issues	
Inter-Cultural Competence	
Philosophy	
Values	
<u>Student Development</u>	<u>Student Development</u>
Personal Challenge	Personal Growth, Change and
Sustainable Natural Resources	Expectations
Conservation	Self-identification, Self-efficacy,
Integrated and Holistic	Reflection, and Independence
Understanding	Travel
Human Context	Getting around on own
Ecological Context	The Zone: Comfort vs. Discomfort
<u>Career/Employment</u>	<u>Career/Employment</u>
Global Connection	Unlikely potential for connections
International Experiences	Addition to resume'/CV

Figure 21: Intended vs. Actual Learning on Study Abroad Program

In Figure 21, the ‘Intended Learning on Program’ (left side of the figure) was taken from primary source documents about the study abroad program while the ‘Actual Learning on Program’ (right side of the figure) was reported by the students in the process of data

gathering. Providing the information in this manner, allows a visual comparison for ease of understanding.

Becoming a global citizen means many things and the intended learning of global citizenship indicated in the student manual provides a good outline. As can be seen in Figure 22, attitudes, skills and knowledge in all the areas are required. The area that seems most lacking in the student experience is in cultural learning.

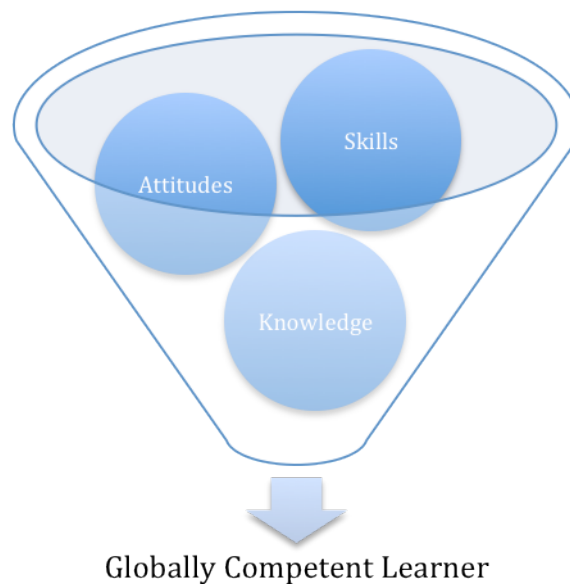


Figure 22: Globally Competent Learner

In the proposed Adapt, Adopt, Adept Model for Study Abroad presented in the section below, these competencies may be bridged and further learning obtained that may be beneficial to the study abroad experience. This learning enhances the ability of students to move from ethnocentric to ethnorelative stages.

The Adapt, Adopt, Adept Model for Study Abroad

Transformative and significant implications for learning are the potential result for individuals who study abroad. However, effective cross cultural skills, if not addressed through preparatory measures, occur, or not, in serendipitous, unpredictable and accidental ways. Equipping students with ways to participate in everyday life, school, and/or service in the host country (be it work or volunteer opportunities) provides participants with the experience of the unfamiliar culture and the ambiguity of cultural systems that may be different from what is known in the home country. Discussion on ways this learning may take place before, during and after the study abroad experience follow later in the chapter.

Many tertiary institutions in the United States have no pre-departure academic requirements associated with going on a study abroad program other than, perhaps, a minimum grade point average. It is suggested here that this Adapt, Adopt, Adept Model for Study Abroad be developed and approved as a stand-alone course that may become a prerequisite to any study abroad program offered by the institution. This course, the Adapt Phase, may be a credit bearing course as will the study abroad program, the Adopt Phase and, potentially, the last prong, the Adept Phase.

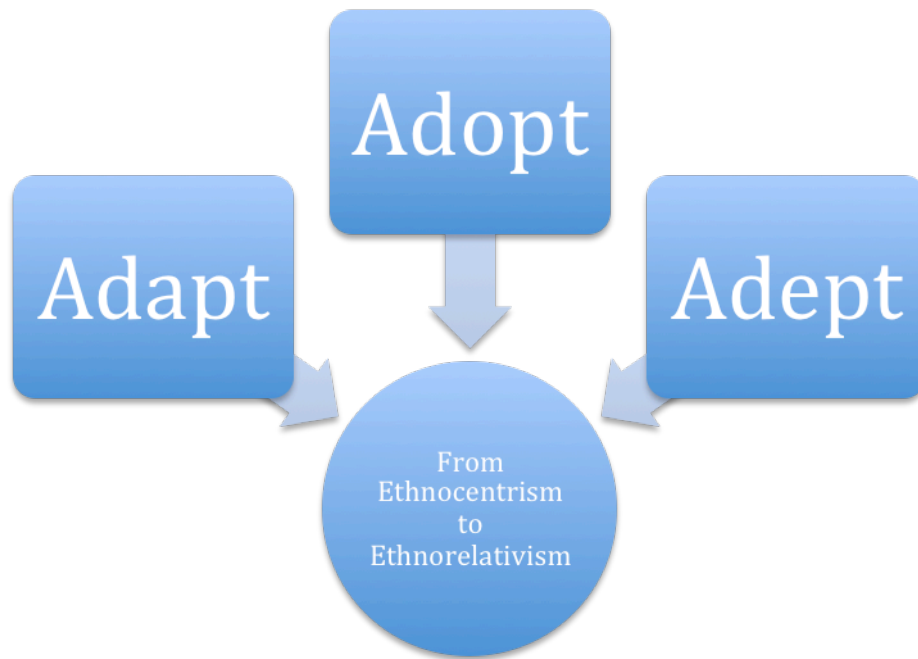


Figure 23: Adapt, Adopt, Adept: A Learning Model for Study Abroad

Adapt

The learning model being suggested is that of a three-pronged approach. The first prong of this approach, entitled “Adapt,” may begin prior to the study abroad program being conducted. This could take place as an adaptive period of time where learning skills are provided. Consciously adapting to their new environment is essential for a participant to experience a successful and meaningful program abroad. Determination from the instructor and student is required to provide and approach the skills necessary for a successful program abroad. The teacher has the opportunity to introduce new information related to the academic curriculum as well as expectations of the student during the study abroad program. Offering approaches to the learning experiences and ways to understand the host culture will also be helpful. The student, then, has an outlet through which that experience is accessible and a foundation upon which the learning can be built upon while abroad.

During this Adapt Phase, and at the beginning of the process, participants would be given the KLSI and the IDI. The KLSI would provide faculty with information about the students' learning styles in the hopes that the learning could be adjusted to meeting the needs of the individuals. The IDI would give a base measurement of where the student is measured on the continuum of ethnocentric and ethnorelative understanding. The IDI measurement will be taken at the beginning of the Adopt and Adept Phases to provide comparative data relative to the continuum mentioned previously.

During this Adapt Phase, the opportunity for study abroad participants to learn contextual information that will help provide the groundwork on which to build their study abroad experiences will be provided. Specific information about the country to be visited will be provided, such as demographic, historical, political, economic, and cultural facts and figures. The programmatic and anticipated individual outcomes of learning could be articulated to the student for full comprehension. Instructor expectations regarding course requirements and other collective learning support could also be indicated. During this period of articulation, the instructor is responsible for providing the student with the underpinning of knowledge needed during their experience abroad. This substructure is essential for the broadest and most purpose-driven learning. It provides a robust infrastructure with the potential to provide assessment for both student learning as well as for institutional and faculty improvement.

Giving students time to think through their personal and cultural values helps them gain insight as they compare these values to those of the host culture. Articulation often helps in the process of determining true values. Students can observe and discuss values learned from their upbringing so they can decide which values have become important to them. In this way, values could be ranked into levels of personal importance with group discussion following. Spending time creating a mind map of personal values descriptors begins the

process of understanding self. The mind map, although written, has the potential for fluidity as it can be added to, taken from, and molded into a “picture” of the person who developed it. This mind map then becomes a source for learning comparisons, enriching the experience.

Some of the value areas that could be discussed are personal and societal. Determination of individual values might begin with an analysis and discussion of gender, race, creed, hobbies, interests ... both academic and personal, family relationships, religion, personal roles, independence versus dependence in different aspects of life, conflicting values, social class, spoken languages, and anything else that shapes the identity of the student.

Cultural information may be provided in addition to demographic historical, political, economic and social aspects of the host country. The cultural aspect envelops myriad aspects of living amongst people and requires an understanding of self as a point of comparison. In this preliminary stage of learning, providing participants an opportunity to reflect on their own culture and how they see themselves in the world is essential to the learning process. One specific activity that can begin the process of self-reflection, is to write 8 to 10 words as if giving a description to a stranger. An example might be as follows (the example is in *italics* below):

(1) Woman

(2) Caucasian

(3) Parent/Mom

(4) Christian

(5) Feminist

(6) Generous

(7) Liberal

(8) Musician

(9) Traveler

In the second step of the activity, students choose the top three most important descriptors and reflect on why those three are the most important. Once the three descriptors have been chosen, they are ranked and discussed according to relevance and importance. In this example, the top three are woman (#1), parent/mom (#2) and generous (#3). To continue the example, *woman – determination early on in life that because I am a woman, I should never limit my ability to do anything that I set my mind to based on my gender and that makes me self-confident in all that I do. As a parent/mom I now realize how much everything I do is reflected in my child. The values I teach my child are values that I find important and will bring happiness to my child as he becomes a healthy, happy, and independent, functioning citizen of his community. Lastly, generosity is important because I have been socialized to understand that not everyone is as fortunate as I am to be able to do the things I do and go the places I go.*

In this activity, the individual can then discuss whether it was difficult to come up with the descriptors of self or if they could have written lists. When sharing with others in the group, do the participants identify with other peoples' values? Did they forget something important? Do they recognize differences in other's values? Then the individual can go back to the list and add the values that are based around the original descriptors. Participants can consider how they feel when their values are different from those in the host country. For instance, if they are generous, how would they act toward people in a country of great poverty? At home, an individual might offer to feed a homeless person. How does this individual react when exposed to a country of impoverished people? Answering such questions provides insight into the top three values chosen. Those choices might change. Participants can discuss those choices with classmates and reflect on how that might change. The following aspects would also be useful to discuss as to similarity or difference between

host and home country: social class, social circles, home country cultural circles, languages spoken, and cultural roles. This activity starts the process of confronting differences between home and host values before going abroad and fosters the understanding of people as complex beings. Accepting the complexity of the multiple and different facets of the way people live their lives can lead to discernment, not judgment.

Determination of societal values might begin with the comparison of home versus host country in the following areas:

- self-importance (individualism) versus group importance coming first (collectivism)
- societal equality versus hierarchical ranking
- achievement based on what one does versus who one is
- time giving based on time being a precious commodity (monochronic) versus unlimited (polychronic)
- tradition versus progressiveness
- self-efficacy versus fate
- informality versus formality
- verbal directness versus indirectness
- schedule of daily activities versus spontaneity

(Paige, et al, 2007, p. 63-67).

These areas provide a good beginning for understanding the home culture and a point of comparison to the host culture.

Cultural adjustment also may be discussed during the Adapt Phase. Understanding that a cross-cultural adjustment period is a normal phase of the cultural learning experience may become part of the dialogue with the class of participants. Students understand that

adjusting to a new environment is an important factor of their time abroad and will help in their understanding. Two of those are as follows: (1) an adjustment period will come and should not, nor cannot, be avoided and (2) knowing that the adjustment period is a normal part of the process, even though it may feel abnormal, at the time of experience. Having the insight to recognize it, helps in the process of comparing the home and host cultures. There are three basic types of adjustment (Bock, 1974): physical, social and internal. The physical adjustment is being in a new place, learning a new system of transportation, food availability, general adjustments to new surroundings, etc. The social adjustment requires a more conscious acknowledgement of the host country's rhythm of life (ways of doing things), value system and beliefs. The internal adjustment comes when a person maintains their own beliefs and values while adjusting to those of the host culture with minimal internal discomfort or conflict.

Cultural adjustment coping skills may include finding ways to relieve stress, reflecting on how a specific situation would be handled at home versus the experience abroad, writing about the differences, expressing oneself to friends and faculty, and keeping a journal. Learning about these skills prior to arrival in the host country prepares the student to cope with unexpected situations that occur as part of the program. The following is a list of potential topics that could be discussed prior to the study abroad experience. This list, though, not exhaustive or in any particular order follows:

- Cross-cultural awareness providing the occasion to recognize diversity in practices and ideas found in the world
- Examination of worldviews where exploration of priorities, assumptions, policies and values are used to interpret issues in personal and societal contexts
- Knowledge of international etiquette in areas such as greetings for arrival and departure from social situations, gifting, compliments in both giving and receiving,

showing thankfulness, generally approaching day-to-day systems of living, and recognition of face threatening acts (ways in which to communicate uncomfortable situations, such as declining an invitation, or ways in which self-image may be diminished through uncomfortable communication)

- Foreign language acquisition and the vernacular as a means to augmenting cultural understanding
- Interpretation of global dynamics through understanding of complex world events
- Global interdependence between host and home countries
- Social justice and human rights that confront the host country as compared to the home country
- Personal autonomy and understanding of self as a way to take responsibility for one's own actions and understanding of values, mores and beliefs in one's own culture and in a foreign culture
- Conscientious awareness that personal worldviews are not universally shared and that there is a difference between personal speculation through opinion and viewpoints through perspective
- Acquisition of knowledge through diverse angles of topics such as history, ideology, culture, and gender perspectives
- Exploration of personal attitudes of sympathy and empathy experienced when moving from an ethnocentric to an ethnorelative perspective as well as kinship with people of foreign culture and political systems
- Willingness and ability to learn from others through flexibility, openness and engagement with the foreign culture through tolerance of ambiguity and difference in social and political systems
- Seeking out opportunities for volunteering in the host culture

During the study abroad program, opportunities to have one on one experiences with locals of the host country will greatly expand the opportunities for students to recognize, first hand, the differences in core cultural values. During this time, participants have the opportunity to reflect and discuss contrasting value orientations in the work, scholar, and social setting. To obtain these opportunities, it is suggested that during program development, contact with local volunteer organizations be obtained and agreements made for student participation in local projects in the host country.

Participating in a volunteer or service-learning experience provides opportunities for the student to work with local inhabitants, experience the working culture, make friends, observe differences in the way a job is prioritized, handled and considered, etc. Those details should be put into place long before arrival to the host country.

As a potential reference for faculty and students who are considering a service-learning or volunteer experience, some potential volunteer organizations that could be approachable include, but are not limited to organizations in the following areas:

- Arts/Culture/Heritage organizations
- Conservation/Environment
- Education
- Emergency Services
- Health
- Information/Advising
- Social Services
- Sport/Recreation
- Youth/Children

For an unabridged version of this list, see Appendix 9 at the end of this thesis.

Adopt

The second of the three-pronged approach is to “adopt” a new cultural attitude. The opportunity for this will take place while on the study abroad program. This requires continuous adaptation, recognition and processing of new structures and systems. It also necessitates reflection and critical thinking skills. Taking into consideration that students have already been presented the opportunity for learning prior to the time abroad in the Adapt Phase, the study abroad program itself may have the potential to be viewed as the “lab” in a curriculum construct, similar to a science lab in a science construct. In the practical application of what has been learned during the Adapt Phase, opportunities for practice during the Adopt Phase as well as comprehension and assimilation of those learned skills by way of comparison may be expanded upon and further recognized bringing meaningful insight where learning may come to the fore. The ability to learn by doing, in addition to a passive classroom environment, provides students the scope of opportunities to adapt, adopt and become adept in a new culture. In consideration of the KLSI, learning by doing matches the style of the accommodator and converger as they are both strong in active experimentation.

When traveling in groups from the home country, it is important to provide opportunities for social time with the home country students; however, for better understanding of the host country, student work with host locals will provide the best opportunity for developing awareness and adopting cultural skills in the host country. Volunteer opportunities have been suggested above as one way to assimilate into the local culture. Homestays and living with a host family are other ways to provide learning experiences. Homestays provide opportunities to learn what is appropriate to the country in terms of expected greetings, time management (as a family member is one expected to be prompt, early, a few minutes/hours late to scheduled events), appropriate dress for specific occasions, gift giving, taking and giving of meals, and whether there are expectations of

departure kindnesses (such as treating the family to a meal out or giving a gift, etc.) The cultural learning expands into areas that might initially seem mundane, however, a keen awareness of the differences between the home and host country continues the cultural learning and process of cultural adoption. A few examples of this might be learning how to get the hot water to work in the shower, turning on a water faucet, turning on the switch at an electrical plug (simply plugging in your appliance is not enough in many countries outside the United States), electrical usage, clothes washing (load for everyone in the family including the participant versus only washing for oneself), and gender rules (are there things that traditionally are handled by men or women specifically).

After much of the learning has taken place in the Adapt Phase of this model, facilitators can focus on student problems with cultural adjustment while in the host country. An open line of communication is recommended between students and program facilitators. This adjustment provides rewarding and developmental learning of the host country and its peoples. Having discussed specifics about the cultural adjustment period in the Adopt Phase of the model, the knowledge may now be built upon by experience. Taking the time to reflect and, perhaps, write or be creative in noting how these things ... some small, some large ... may help alleviate the pains of adjustment. Recognizing and discussing adjustment to the milieu of cultural differences is an important part of the learning aspects of studying abroad. Challenging and rewarding moments will be part of the experience and although there may be times when one has difficulty adopting the cultural differences, recognizing them and noting them will be part of the learning curve.

Journaling these experiences is an excellent way for students to document their experiences. As indicated in the KLSI, those individuals with reflective observation as a strong characteristic of their learning style, this opportunity may be one of the most important ways in which to compare and contrast the home and host cultures. Although the researcher

could spend much time discussing the journaling process, only some highlights will be given here. Journaling can provide an outlet for stress relief and an opportunity for creativity. Chronicling travels may include destinations; apprehensions; comparisons of cultural differences; observations about culture, language, or specific situations; thumbnail sketches of places, people or things; records of where photographs have been taken; details of new friends or traveling companions; jotting down places to eat or not eat, attractions, sights, museums that were attended (and specific museum acquisitions viewed); souvenirs purchased, etc. Adhering to a journal writing schedule is preferable even though it is best for it not to have the feeling of mandatory work. It is important that it be legible for future reference. Other forms of reflection beside journaling may be blogging, filming/video capture, keeping photographic journals, and expression through the arts.

While on the study abroad experience, the developed program will transpire with the curricular expectations required. However, having spent the time in the Adapt Phase of this three-pronged model, the student will have a better understanding of strategies for making the cultural learning enhanced during this Adopt Phase, as well as having a general understanding of the expectations on which to build their academic learning while abroad.

Consideration should be made that provides effective adoption techniques for students while abroad including the following:

- Stress management through maintaining a positive state of mind through self-confidence and healthy self-esteem while coping with ambiguity and the uncommon
- Techniques for self-monitoring behaviors, communication and self-regulation of personal action
 - Develop listening skills
 - Avoid the loud American stereotype

- Understand culturally appropriate behaviors
- Develop a list of ways to handle potentially awkward moments when faced with differences in culture

Adept

To become adept in a new culture means that the student has learned to absorb and integrate increasing levels of complexity within the societal structure unknown to them previously. Providing students with a reentry program upon return to their home institution is the Adept Phase of this model. It is critical that students have the opportunity to reflect on changes they may have gone through during the international experience. Some students experience reverse culture shock. These readjustment issues, while not completely unavoidable in some students, can be lessened by preparatory measures before returning to the home country. Providing structured opportunities for group discussion on cultural and social contrasts before returning to the home institution may help students determine how their study abroad experiences may benefit their professional lives and their communities. Setting expectations of life upon return may facilitate healthy psychological functioning and provide specific hands-on experiences for students to continue their intercultural learning after the program.

Student and faculty meetings could be ongoing for several weeks after return. During these meetings, discussions could cover reflective practices, including providing the local community with descriptive presentations of the experience abroad. These presentations may be prepared and given by the student to peers, elementary, middle-school or high school students, facilities for the aged, church or civic organizations, etc. These presentations not only provide opportunities to reflect and share experiences abroad, but also passes the information on to others who may learn from it.

Intercultural identity development is particularly important to define and work through with students who have traveled overseas. Operationalizing these discussions with students present a clear mode of working through the different aspects of learning. An ongoing flow of activity, even if combined with overlapping information, provides an integrated framework of understanding that characterizes and incorporates all the concerns of the homebound student.

Other chances for continued growth include working with international students on campus in the role of mentoring or nurturing relationships through the institution's unit devoted to international education. This can help students have opportunity to incorporate their international experience in preparing a resume or professional CV that includes the skills learned and obtained while abroad.

Specific activities to access for the Adapt (pre-program), Adopt (during the program), and Adept (reentry) preparatory model are available in numerous sources. Three excellent options for supporting these activities may be found in the books entitled *Improving Intercultural Interactions: Modules for Cross-Cultural Training Program* (Brislin & Yoshida, 1994), *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use* (Paige, Cohen, Kappler, Chi & Lassegard, 2007) and *52 Activities for Improving Cross Cultural Communication* (Stringer & Cassidy, 2009).

In the Brislin and Yoshida (1994) book of modules mentioned above, the emphasis is place on a balance between method and content and an emphasis on practical and applied issues that define culture. The modules act as a guide to content for training and for the delivery of that content through specific methods. Culture is defined as inclusive of many demographic variables such as "nationality, ethnicity, language," "age, gender, place of residence," "social, economic and education" status, as well as "affiliation variables" (p. vii)

from formal to informal. Within specific modules of the book, skill applications, field exercises, and self-assessments are only part of the appeal of these modules. The book is an excellent resource for teaching the teacher and providing useful content for preparatory learning for students studying abroad.

The Paige, Cohen, Kappler, Chi and Lassegard (2007) book *Maximizing Study Abroad* provides surveys, inventories and guides to be used as introductory information for students planning to study abroad. Cultural learning strategies are abundant in this well thought out and useful resource. Logically laid out in sections related to pre-departure, in-country and returning to the home culture, there are over 25 activities for useful learning skills. General topics include defining culture, understanding values differences within cultural contexts, social relationships and expectations, to cultural adjustments, developing intercultural competence, making cultural inferences, the advantages of reflection through journal keeping, strategies for intercultural communication (both verbally and non-verbally), as well as activities for returning to the home culture. The book provides language learning strategies that include activities related to listening, learning vocabulary, speaking to communicate, reading for comprehension, writing, and translation.

And, lastly, the Stringer and Cassiday (2009) book *52 Activities for Improving Cross-Cultural Communication* explores values differences. Some of the themes used in these activities include greetings, gestures, style differences, conflict resolution, seeking to understand, decision making skills, icebreakers, team processes, gender awareness and self-awareness. This book, too, is an excellent resource for activities that may be used in preparatory learning.

The goal of the Adapt, Adopt, Adept preparatory Model for Study Abroad and ongoing cultural learning is to find a long-term adaptation that provides effective intercultural theory

and practice that encompasses both areas. It is in the development of realistic learning expectations that students will increase their success in attaining a wider worldview to ethnorelativism. As aptly written by Bennett, Bennett and Landis (2004), “Intercultural training is both an art, which is appropriately passed on by experienced instructors, and a science, which is appropriately winnowed by empirical research. The art without the science risks invalidity and self-aggrandizement; the science without the art risks irrelevance and sterility.” This Adapt, Adopt, Adept Model for Study Abroad is a research-based, data-driven intervention that can assist institutions and students in systematically attaining the intended learning outcomes of study abroad.

Chapter 6. Summary and Future Implications

Summary of Conclusions

In this study, through employing naturalistic inquiry as indicated in Chapter 3, emergent conclusions were drawn by means of interpretation and analysis of the student responses to an ongoing dialogue that started with the following initial questions:

- What were your motivations to apply for and participate in a study abroad program?
- Once you had decided to participate, what kinds of goals or expectations did you have for yourself?
- How did participating in and completing the program affect your motivations and goals for other aspects of your life?

These initial questions began the pursuit of answers for the main research questions, and served as a platform for the researcher to delve into the experiences of the participants. The extensive data collected answers the research questions restated below.

- Did students find that their goals and motivations helped propel active engagement abroad (moving from an ethnocentric to ethnorelative viewpoint)
- Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)

- Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)
- What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?

Figure 22 provides an overview of answers for each student. The findings reported for Research Question 4 identify the students' preferred learning styles. Preparatory models need to provide many types of learning activities as well as those that cater to their preferred learning style. Providing students with numerous forms of learning is essential. Specifically, there should be equal activities provided for those who learn by experiencing and doing, observing and watching, thinking and analyzing, and by acting and participating. Activities that encourage students to switch between feeling and thinking and between reflecting and acting may help provide all learners, no matter their learning style, with the optimum environment for developing intercultural sensitivity.

Research Questions: Ultimate Response	Dina	Julia	Carl	Ellen	Alice
Did students find that their goals and motivations helped propel active engagement abroad (moving from ethnocentric to ethnorelative viewpoint)?	No (IDI)	No (IDI)	No (IDI)	Yes (IDI)	Yes (IDI)
Did students find that their goals and motivations helped determine or bring focus in their academic area of interest? (In other words, were the participants able to learn a new aspect(s) within their academic area as a result of their study abroad experience?)	Yes	No	No	Yes	No
Did students find that their goals and motivations set in motion personal investment in their own individual achievement? (In other words, were the participants personally invested in the achievement of their own goals & motivations or did they expect the program to provide opportunities?)	Yes	Yes	No	Yes	Yes
What kind of preparatory model could best utilize the students' styles of learning and propel them toward ethnorelativism?	RO (KLSI)	AC (KLSI)	AE (KLSI)	AE & CE (KLSI)	AC (KLSI)

Figure 24: Responses to Research Questions

Note: For a more detailed description of the suggested preparatory models for each participant, please refer to Appendix 10.

Although all students shared goals and motivations demonstrating a desire for active engagement in the host country, the findings of Research Question 1 show that only two of the five students, Ellen and Alice, actually showed movement toward ethnorelativism as measured by the IDI. Other factors, specifically, her prior travel experiences, were in play for Alice, in addition to her goals and motivations. In contrast to the large gain in Alice's IDI scores, Ellen showed small gains in her movement toward ethnorelativism. Ellen's gain is mentioned here because the gain indicated a stage change. Lacking similar prior travel

experiences and interests, the goals and motivations of the other three students were not sufficient for them to move closer to an ethnorelative perspective. The findings of this research question show that it is not enough to express a desire for active engagement in a host country for a student to move closer to ethnorelativism. Neither is it enough to study abroad, especially if the study abroad program does not provide sufficient multicultural experiences promoting active engagements.

Viewing the results from Figure 22 for Research Questions 2, one can see that only two of the five students, Dina and Ellen, found that their goals and motivations brought about focus in their areas of academic study. That is, they were able to learn a new aspect(s) within their academic area as a result of their study abroad experience. The answer to Research Question 3 shows that four of the five students -Dina, Julia, Ellen and Alice, found that their goals and motivations brought about personal investment in their achievement while abroad. In other words, they were personally invested in the achievement of their own goals and motivations and did not expect the program to provide all the opportunities.

As can be seen by the results for Research Question 4 shown in Figure 22, students showed a variety of learning styles as measured by the KLSI. These learning styles were taken into consideration in the proposed Adapt, Adopt, Adept Model for Study Abroad that might increase movement toward an ethnorelative viewpoint. This model is based on the fact that only two of the students increased their worldmindedness as a result of their study abroad experience. The Adapt, Adopt, Adept Model for Study Abroad aims to provide a systematic approach to addressing the learning styles of students so that the most effective methods are provided in order that students, especially those that are going on short-term study abroad programs, are provided with the most efficient and effective way to move them toward ethnorelativism.

Limitations and Future Implications

As indicated in Chapter 3, this research was undertaken to present the personally perceived experiences of five participants in a semester long study abroad program to New Zealand and Australia. A qualitative design was used in order to gain a deeper understanding of the underlying goals and motivations to study abroad than could be afforded through a quantitative design. The typical limitations of qualitative design resulting from the use of a small sample are acknowledged for this study. Because of the small sample size, the experiences of these five participants may not be generalizable to other contexts and other individuals. Using a larger sample size would have provided “greater confidence ... in the stability of the results” Carlson and Widaman (1988, p.3) and more generalizability. Other concerns regarding the students’ time abroad could be related to the length and structure of the exposure to the foreign cultures. Although participating in a semester of study abroad provides a better opportunity for immersion in differing cultures, program planning and time constraints have the potential to lessen the ability to emerge culturally evolved. Suppressed learning opportunities may result from traveling and studying with like-minded students from a common home institution, limited involvement from local scholars, limited opportunities for cultural learning, and limited cultural encounters on an individualistic basis.

Despite the limited number of participants, the findings of this study are significant and add to the body of knowledge regarding student goals and motivations to study abroad. The study clearly demonstrates that the students met their personal goals while on the program. In addition, some of these students voluntarily participated in a variety of post-program activities that also led to continued international/intercultural development. As indicated in Figure 22, not all of those students’ goals and motivations led them to stage increases in the continuum to ethnorelativism. In synthesizing the information gleaned from this study, numerous

insights come to the fore regarding goals and motivations for studying abroad and how those goals emerge during the study abroad experience. These insights, in the form of implications for the practice and study of study abroad, can be summarized as the following four influences on students' study abroad experiences, which will be described in further detail in the next section:

- students' past experiences,
- the program's structure,
- the pre-departure and transition procedures, and
- the sponsoring university.

The Influence of Students' Past Experiences

In remembering the tapestry analogy discussed early in this thesis, the researcher is reminded that in the weaving of experiences, past experiences seem to influence the predisposition of the individual and how they respond to the present cultural learning opportunities. These past experiences lead the way toward developing students' ability to integrate sensitivity toward cultures outside their home country. Through cultural observations, contact, and communication with individuals from the host country, it is possible to become more culturally experienced. Although these particular areas of knowledge may be reinforced by forms of support while on the program through socialization, behavioral expectations, and comparison of differing intercultural contexts, it is also possible that one could go abroad and never have these experiences or improve their movement toward ethnorelativism.

Improvement takes place through the strengthening of intercultural actions and reactions to situations deemed different from those of the home country. Being able to describe the

differences, and hence cultivate a new understanding, breeds a new level of enlightenment, and a sort of sophistication in the learning ability of the student. Maintaining a raised intercultural consciousness may stimulate the students' learning and provide, in and of itself, a personal reward in the perception of these diverse roles, mores, norms and values acquired while abroad.

As part of the strengthening of the learning experience, participation in discussion groups while abroad, integrating experiences by reflecting in group settings, journaling, blogging, and writing essays are some of the ways to help make the learning experiences more solidified, considered, and transferable. Melding the known and the newly observed (or experienced) events can prepare the way for meaningful intercultural learning that moves the participant from ethnocentric to ethnorelative stages of understanding.

The Influences of the Program's Structure

Some students would be better served going on longer programs to develop their intercultural understanding. In contrast, some students will make great strides in their intercultural development in spite of going on a short term program. Please refer to Figure 25 (p. 193), as to the program structures discussed in Chapter 1. Regardless of the type of program used, the structure and curriculum should be dedicated to intercultural learning. Students will tend to move closer to ethnorelativism in programs offering a longer period of time abroad, with more opportunities to interact with local people and more chances to observe the way their society is organized. The researcher suggests that the students whose IDI scores failed to increase over the two years of the study would have, perhaps, scored higher if they had gone on a program such as a 2+2/1+2+1, exchange or fully enrolled program abroad. It is possible that students, such as Alice, could obtain intercultural learning through advocacy for international students and participation in many cultural events in the

home country, in addition to study abroad. It is likely too, that international and national travel is part of Alice's lifestyle. Other students, such as Carl, had the potential to make further strides had he gone on a longer-term program.

It is important to note that a wide range of opportunities offered by university settings is good as the shorter programs may lead to longer term opportunities as well as give students the ability to sort out what type of program is right for them. Providing international experiences with options that suit the educational, financial, psychological, and experiential needs of the student potentially provides added value to tertiary learning.

The Influences of the Pre-Departure and Transition Procedures

A process of adjustment is involved no matter what type of program a student chooses to attend. This transition period is described as the following four phases as indicated by Harrell (1994) as follows:

1. Pre-departure,
2. Entry,
3. Adjustment and functioning in the new culture,
4. Pre-reentry, re-entry and re-adjustment into the home culture.

The transitions are both physical and psychological and may bring adjustments both when entering the host country and when re-entering the home country. The cultural transitions are significant and require adaptive behavior in the form of attitudinal disposition and emotional adjustment (Befus, 1988; Bennett, 1977; Brabant et.al., 1990; Gaw, 2000; and Searle et.al., 1990).

Although the proposed Adapt, Adopt, Adept Model for Study Abroad offered in this research has not been assessed for its efficacy, the researcher hopes that this and other such

preparatory programs help students move forward on the continuum from ethnocentrism to ethnorelativism. Preparing students for the study abroad experience may decrease negative effects that may take place during these programs. La Brack (1993) suggests a formal, semester long preparation that will include specific themes such as student expectations, cultural values of both the home and host countries, styles of communication, identity, recognition of culture shock, and reflective practices that make the examination of the experience meaningful.

It is the belief of the researcher, that providing participants with opportunities to learn about intercultural communication and offering general internationalization practices prior to departure on any program abroad will provide students a foundation to compare differences in home and host cultures. The Adapt, Adopt, Adept Model for Study Abroad provides for layered learning, or learning based on previous experiences, and helps reinforce what has been experienced. It is logical to begin with learning prior to the experience abroad, continue it during the time abroad and to make further progress beyond reentry into the home culture. This may be the most significant finding of this research.

The Influence of the Sponsoring University

From the point of view of the University of Georgia (UGA), as provided in the mission statement indicated in Chapter 1, it is important to prepare its students for participation in a global society. Each program offered by UGA has its own core curriculum to be met. So that each participating student who studies abroad meets basic intercultural learning outcomes, the University needs to mandate such requirements.

In consideration of student learning, universities are primarily concerned with students attaining basic intellectual skills, as indicated in Bloom's (1956) taxonomy of cognitive

learning outcomes, including the ability to remember, understand, apply, analyze, evaluate, and create. However, with intercultural learning there is a more imprecise, unspecified and complicated learning procedure making the assessment of outcomes more difficult than the assessment of basic intellectual skills. This is because intercultural learning requires identification of nonverbal cues, patterns, values, and norms differentiated from the home culture. These are often unknown to the student prior to the experience. Therefore, it is difficult for some individuals to recognize and discern the complex characteristics of a distinct culture. Because of this difficulty, this study suggests that the Adapt, Adopt, Adept Model for Study Abroad discussed in this research provides educational reinforcements that are conducive to a higher learning potential.

As an example of this, the University of the Pacific (2012) provides an “on-line cultural training resource for study abroad” participants (and their parents/ guardians/supporters), as well as, faculty and staff. This resource provides the sort of pre- and post-program support that has the potential to make a comprehensive study abroad experience, one that provides depth and breadth to the intercultural learning outcomes. Some of the topics covered in the pre-program modules include:

- the hidden dimensions of culture,
- how humans construct attributes and meaning of actions within their own culture,
- why values matter,
- cross-cultural communication,
- learning from critical incidents,
- expectation exercises,
- cultural distinctions.

Some of the topics covered in the post-program modules include:

- preparing to return home,
- experiencing reverse culture shock,
- top 10 tips for returning home,
- challenges ahead,
- sharing what was learned abroad,
- long-term outcomes of experiences abroad,
- welcoming returnees home,
- using new perspectives in remaining time in school.

This online learning environment has the potential to increase student, faculty and staff learning before and after the program. It is a good option when a course for credit has not been made available on the home campus.

Figure 25 summarizes the implications of influences offered through this study. It combines the four major approaches – influence of students' past experiences, influence of the program's structure, influence of the pre-departure and transition procedures and influence of the sponsoring university. It also features potential practices that represent the findings of this study.

Implications The Influence of the ...	Potential Practices
Students' past experiences	<ul style="list-style-type: none"> • Use IDI to identify students' past experiences • Use KLSI to develop individualized learning activities during Study Abroad • Encourage journal keeping as a way to reflect on intercultural learning
Program structures	<p>Offer a variety of program options that are best suited to students' needs and past experiences:</p> <ul style="list-style-type: none"> • Island Programs – 2-4 weeks; 1 semester (15 weeks) • 2+2/1+2+1 Programs – two years at home institution and two years at host institution • Exchange Programs – 1 semester (15 weeks) or 1 year • Full enrollment abroad – 2-5 years
Preparatory learning	<ul style="list-style-type: none"> • Train study abroad faculty and accompanying staff in layered learning techniques • Provide a preparatory model such as Adapt, Adopt, Adept as a way to teach and encourage students to move on the continuum from ethnocentrism to ethnorelativism • Includes intercultural training as well as pre-departure orientation that is primarily focused on logistics as part of the preparatory learning • Discuss behavioral expectations when arriving in the host country and during the preparatory program • Discuss the roles, mores, norms and values of the international culture during the preparatory program
Influence of the sponsoring university	<ul style="list-style-type: none"> • Ensure that the strategic goals of the university include intercultural learning and are seamlessly implemented across the curriculum and not just relegated to study abroad • Provide students with opportunities to receive academic credit for their cultural learning prior to their study abroad experiences and after returning to the sponsoring university • Provide students with opportunities for socialization with individuals from international culture through cultural learning events and/or service-learning

Figure 25: Implications and Potential Practices

Areas for further research and practice

The findings of this study provide opportunities for further research into student goals and motivations for studying abroad, curriculum advancement in intercultural studies and communication, as well as comprehensive institutional advancement in internationalization. Deconstructing the basis of each of the areas above provides foundations upon which further development in the establishment, development and proficiency in global learning may take place. Some potential future research questions to be considered are as follows:

- How should institutions of higher education provide specific learning goals for study abroad programs that directly address the desired mission statement/goals of the institution?
- How should institutions of higher education require a comprehensive internationalization curriculum of every tertiary student in order to meet the cultural understanding of globalization?
- How well can differing stakeholders in the study abroad area coordinate their efforts to match and enhance institutional disciplines and values? Within this context, how can the institution engage faculty to take ownership of the curricular changes and its internationalization processes?

On the larger scale of institutional planning and strategies, consideration of topics related to the administration and goals of study abroad should be a collaborative venture between upper administration and the facilitators of such programs. Systematic integration of the internationalization curriculum in higher education is central to the scheme, offering learning outcomes and the advancement of knowledge about an ever changing, interculturally competitive world. Most institutes of higher education provide an office in which individuals

prepare students for study abroad. With advanced training, these individuals could provide intercultural teaching for students prior to departure designed to produce specific learning outcomes that will enhance the experience while abroad. Also, for students who cannot attend an overseas experience, opportunities for cultural learning through the home campus by means of a variety of learning experiences could also be provided. Ensuring that study abroad activities are integrated and supported on the home campus through student involvement (i.e., a re-entry requirement to speak to a group on campus or in the local community, participation in peer advocacy groups, volunteering for student speaker forums, service learning activities, etc.) would be helpful as part of the requirement for credit. This could supplement the ongoing focus on student learning abroad and on the home campus.

Such opportunities for change on the home campus as well as abroad are provided in Appendices 7 and 8 as an amalgamation of Knight (2004) and Ng, Choudhuri, Noonan & Ceballos's (2012) ideas and categories for internationalization competencies and opportunities as they provide a construct that could significantly improve internationalization.

Although tertiary administrators have continued to support participation in study abroad as one path toward internationalization, a reconsideration of ways in which to internationalize the campus should take place. Options could include studying the effects of political, cultural and economic impacts on globalization as well as specific intercultural communication learning skills. Through dedicated leadership and resource availability, the implementation of internationalization may take place on tertiary campuses; however, deliberate operations, thoughtful design, and suitable plans are required. This process is not one that is hastily approached and will require a sustained commitment. Just as global affairs and institutional conditions are constantly changing, so are the issues for institutional administrators to address.

Closing Comments

The importance of pursuing studies abroad, as indicated in this research, shows signs of increased significance. In the workplace, cross-cultural understanding of values, mores, norms, and language remain a prominent desired skill, and learning about globalization is the beginning of the process toward “standardization across cultures” (McCabe, p. 140). The natural progression is to provide educational learning outcomes through preparatory means. Study abroad is an opportunity for students to begin to explore a global perspective. This process may prompt them to realize the interconnectedness of the world through technology, economy, and policymaking practices. Ultimately, education is provided to position individuals for employment and better prepare them to face the world today and in the future.

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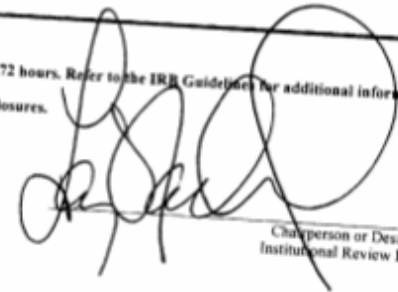
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Appendices

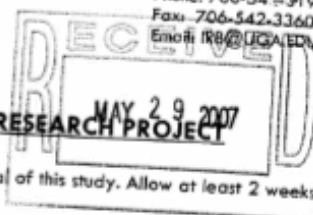
Appendix 1: UGA Human Ethics Approval of Renewals/Changes

 <p>The University of Georgia Office of The Vice President for Research DHHS Assurance ID No. : FWA00003901</p>		<p>Institutional Rev Human Subj 612 Bc Athens, Georgia 30 (706) Fax: (706) www.ovpr.ug</p>	
APPROVAL OF RENEWALS / CHANGES			
Request Date: 2007-05-29		Project Number: 2007-10695-1	
Name	Title	Dept/Phone	Address
Ms. Betsy Arrington-Tsao	PI	International Education	114 a Avonhead Road Avonhead Christchurch 8042, New Zealand 011-64-3-341-6402
			Email baa29@student.canterbury.ac.nz
Dr. Michael A. Tarrant	CO	Warnell School of Forestry Forest Resources +1040 706-583-0901	tarrant@uga.edu
Title of Study: Unraveling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad			
45 CFR 46 Category: Continuing Review		Renew : No	
Parameters: APPROVAL OF ABOVE NOTED CHANGES.		Change(s) : Changed Informational Letter; Revised Consent Document(s);	
Approved : 2007-05-31		Begin date : 2007-05-31	Expiration date : 2012-04-25
<small>NOTE: Any research conducted before the approval date or after the end date collection date shown above is not covered by IRB approval, and cannot be retroactively approved.</small>			
Number Assigned by Sponsored Programs:		Funding Agency:	
Form 310 Provided: No			
Your request for approval of renewal and/or changes has been approved.			
You must report any adverse events or unanticipated risk to the IRB within 24 to 72 hours. Refer to the IRB Guidelines for additional information.			
Use the attached Researcher Request Form for requesting renewals, changes, or closures. Keep this original approval form for your records.			
			 Chairperson or Designee, Institutional Review Board

Institutional Review Board
Human Subjects Office
12 Boyd GSRC
Athens GA 30602-7411



Phone: 706-542-3199
Fax: 706-542-3360
Email: IRB@UGA.EDU



RENEWAL/AMENDMENT FORM FOR IRB APPROVED RESEARCH PROJECT

The IRB must have this form completed in order to approve changes and/or the renewal of this study. Allow at least 2 weeks for the approval of any renewals or changes.

Principal Investigator Name	Betsy Arrington-Tsao
Project Number	2007-10695-0
Title of Study	Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals & Motivation in University...

PLEASE ANSWER ALL QUESTIONS		YES	NO
1.	Have you started data collection for this research project?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	How many total participants have been recruited since the beginning of the research project?	8	
3.	Do you plan to continue to <u>recruit</u> subjects for this research project? (Skip to Question #6 if you answered 'Yes')	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	If you answered 'No' to question #3, do you plan to continue to <u>collect</u> data with previously recruited subjects?	<input type="checkbox"/>	<input type="checkbox"/>
5.	If you answered 'No' to questions #3 and #4 above, do you plan to continue to <u>analyze</u> previously collected data?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Have there been any complaints about the research since the protocol was approved by the IRB? If <u>YES</u> , please provide complete information on the complaints made in an attached cover letter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Have any subjects withdrawn from participation since the protocol was last approved by the IRB? If <u>YES</u> , please provide detailed information on the reason(s) for withdrawal in an attached cover letter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Have there been any adverse events or unanticipated problems involving risks to the subjects or others since the protocol was last approved by the IRB? If <u>YES</u> , please contact the IRB office immediately to request an adverse event form.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Have there been any changes to the subject population? If <u>YES</u> , please explain changes in an attached cover letter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Have the <u>procedures</u> changed in any since the protocol was last approved by the IRB? If <u>YES</u> , please explain changes in an attached cover letter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Have any <u>materials or instruments</u> changed in any since the protocol was last approved by the IRB? If <u>YES</u> , please explain changes in an attached cover letter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Have the <u>consent forms</u> changed in any since the protocol was last approved by the IRB? If <u>YES</u> , please explain changes in an attached cover letter and attach copies of the revised consent form.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13.	Have you attached a clean copy your current consent documents? If you are still recruiting participants, <u>clean</u> copies of the latest consent documents <u>must</u> be submitted every time you request to renew or amend your study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Principal Investigator's Signature:

YOU MUST RESUBMIT A NEW APPLICATION EVERY FIVE YEARS.

PLEASE CALL THE HUMAN SUBJECTS OFFICE AT 542-3199 TO FIND OUT YOUR ORIGINAL APPROVAL DATE.

Approved 5-31-07 to
- Changed Consent form 4-25-12
- Changed Informational letter



Office of The Vice President for Research
DHHS Assurance ID No. : FWA00003901

Institutional Review
Human Subjects
612 Boyd
Athens, Georgia 30602
(706) 542-
Fax: (706) 542-
www.ovpr.uga.edu

APPROVAL FORM

Date Proposal Received: 2007-04-09

Project Number: 2007-10695-0

Name	Title	Dept/Phone	Address	Email
Ms. Betsy Arrington-Tsao	PI	International Education	114 a Avonhead Road Avonhead Christchurch 8042, New Zealand 011-64-3-341-6402	bta29@student.canterbury.ac.nz
Dr. Michael A. Tarrant	CO	Warnell School of Forestry Forest Resources +1040 706-583-0901		tarrant@uga.edu

Title of Study: Unraveling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad

45 CFR 46 Category: Administrative 2
Parameters:
None;

Change(s) Required for Approval:
CITI training;
Revised Application;
Revised Consent Document(s);

Approved : 2007-04-26 Begin date : 2007-04-26 Expiration date : 2012-04-25

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs:

Funding Agency:

Form 310 Provided: No

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

- .. of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
- .. of any significant changes or additions to your study and obtain approval of them before they are put into effect;
- .. that you need to extend the approval period beyond the expiration date shown above;
- .. that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines.
Use the attached Researcher Request Form for requesting renewals, changes, or closures.
Keep this original approval form for your records.

Chairperson or Designee,
Institutional Review Board

Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, GA 30602-7411



Phone: 706-542-3199
Fax: 706-542-3360
Email: irb@uga.edu

IRB CONTINUING REVIEW/AMENDMENT FORM

Principal Investigator (PI): Betsy Arrington-Tsao	
Co-Principal Investigator (Required, if co-PI is a student): Michael Tarrant	
Project #: 2007-10695-1	Title of Study: Unraveling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad

PLEASE ANSWER ALL QUESTIONS (Use the text boxes for explanation/additional information or attach a separate cover letter.)		YES	NO
1	Have you started data collection for this research project?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	How many total participants have been accrued since the beginning of the research project? (Note: This corresponds to the number of individuals who gave consent; this number should include withdrawals but actual number of withdrawals is reported in #7 below.)	5	
3	Do you plan to continue to recruit participants for this research project? (If you answered YES, please skip to Question #6.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	If you answered NO to question #3, do you plan to continue to collect data with previously recruited participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	If you answered NO to questions #3 and #4 above, do you plan to continue to analyze previously collected data that is individually-identifiable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Have there been any complaints about the research since the protocol was approved by the IRB? If YES, please provide complete information on the complaints made.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Have any participants withdrawn, dropped out, or were lost to follow-up from participation since the protocol was last approved by the IRB? If YES, please indicate the number and provide detailed information/reason(s).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Have there been any adverse events or unanticipated problems involving risks to the participants or others since the protocol was last approved by the IRB? If YES, please contact the IRB office immediately to request an adverse event/incident report form.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Have there been any changes to the study population? If YES, please explain changes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Have the procedures changed in any way since the protocol was last approved by the IRB? If YES, please explain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Have any materials or instruments changed in any way since the protocol was last approved by the IRB? If YES, please explain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Have changes in the scientific literature, or interim experience with this or related studies, changed your assessment of potential risks or benefits to study participants? If YES, please explain and attach any relevant literature.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Have the consent documents changed in any way since the protocol was last approved by the IRB? If YES, please explain and attach copy of the revised document(s).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	A clean copy of the current version of the consent document(s) must be submitted with the request to continue if you plan to recruit new participants, or if a revised consent document is necessary as a result of an amendment. Have you attached a clean copy of your current consent document(s)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Have there been any changes to the members of the research team (e.g., change in PI; addition/deletion of co-investigators)? If YES, please describe personnel change(s). Note: All new personnel must complete the CITI training.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Principal Investigator's Signature:

For electronic submission, a check in this box is acceptable as a signature: ☒

Date:
23 March 2012

Important: If research activities involving human participants will continue five years after the original IRB approval, please submit a new IRB Application or initial review. Exceptions: If the research is permanently closed to the enrollment of new subjects, all participants have completed all research-related

Check OneNew Application: ☒Resubmission*: ☐ Revision ☐ (All changes must be highlighted) PR 9 2007Human Subjects Office
University of Georgia
612 Boyd GSR
Athens, GA 30602-741
(706) 542-319**NOTE: A new application is required every five years.*

IRB APPLICATION

20070695

MAIL 2 COPIES OF APPLICATION TO ABOVE ADDRESS

(Check One) Dr. ☐ Mr. ☐ Ms. ☒(Check One) Dr. ☒ Mr. ☐ Ms. ☐(Check One) Faculty ☐ Undergraduate ☐ Graduate ☒(Check One) Faculty ☒ Undergraduate ☐ Graduate ☐

Betsy Arrington-Tsao

Not Applicable

Principal Investigator

UGA ID - last 10 digits only

Michael Tarrant

Co-Investigator

810 0272130

UGA ID - last 10 digits

Department, Building and + Four

(Include department even if living off campus or out of town)

WSFR, Forest Resources, 1040

Department, Building and + Four

114a Avonhead Road, Avonhead, Christchurch 8042, New Zealand

Mailing Address (if you prefer not to receive mail in dept.)

011-64-3-341-6402

baa29@student.canterbury.ac.nz

Phone Number (s)

E-Mail (REQUIRED)

Betsy Arrington-Tsao
**Signature of Principal Investigator

Mailing Address (if you prefer not to receive mail in dept.)

706-583-0901

tarrant@uga.edu

Phone Number (s)

E-Mail

M. Tarrant
Signature of Co-Investigator (use additional cover sheets for more than one Co-Investigator)UGA Faculty
Advisor:

Name

Department, Bldg+ Four

E-Mail (REQUIRED)

Phone No.

**Signature:

Date:

UGA ID - last
10 digits only***Your signature indicates that you have read the human subjects guidelines and accept responsibility for the research described in this application.*

If funded:

***Sponsored Programs Proposal#

Name of Funding Agency

****By listing a proposal number, you agree that this application matches the grant application and that you have disclosed all financial conflicts of interest (see Q6a)*TITLE OF
RESEARCH:

Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad

NOTE: SUBMIT 4-6 WEEKS PRIOR TO YOUR START DATE

APPROVAL IS GRANTED ONLY FOR 1 YEAR AT A TIME

CHECK ALL THAT APPLY:

Investigational New Drug ☐ Exceptions to/waivers of Federal regulations ☐
If yes to the above, provide details:Data Sets ☐ Existing Bodily Fluids/Tissues ☐ RP Pool ☐ Deception ☐
Illegal Activities ☐ Minors ☐ Moderate Exercise ☐ Audio/ Video taping ☐
MRI/EEG/ECG/NIRS/Ultrasound/ Blood Draw ☐ X-RAY/DEXA ☐ Pregnant Women/Prisoners ☐
HUMAN SUBJECTS RESEARCH APPLICATION

INSTRUCTIONS:

1. Type responses to all 11 questions (all parts) listed below (12 pt. font only).
2. Do not answer any question with "see attachments" or "not applicable".
3. Submit original plus one copy to the Human Subjects Office.
4. We will contact you via email if changes are required. Allow 4-6 weeks.

IMPORTANT: Before completing this application, please determine if the project is a research project. Check the federal definition of research at <http://www.ovpr.uga.edu/faqs/hso.html#7> or call the Human Subjects office at 542-3199. The IRB only reviews research projects.

1. **PROBLEM ABSTRACT:** State rationale and research question or hypothesis (why is this study important and what do you expect to learn?).

The purpose of this study is to engage in an in-depth, descriptive case study of four university students' self-identified goals and motivations for participating in a study abroad experience. An understanding may develop of their IDI pre- and post-test scores when the intrinsic/extrinsic motivations and goals are understood. In this study, a purposive sample will be acquired. The original study was a convenience sample of the University of Georgia students on the spring 2006 semester studies in the South Pacific program obtained during my masters dissertation. The hypotheses will emerge and definitions of terminology will evolve as the study progresses. Through this narrative description, logical analysis in accounting for extraneous variables will be obtained. Assessing the quantitative measurements will help give another dimension to what is known about the students immediately prior to and after the completion of the study abroad experience. With such information, comparisons will be made regarding content of such goals and how it translates into emergent engagement on such programs. Other information gathered will provide opportunities for comparison of intrinsic/extrinsic motivations and how such motivations may have influenced the worldview orientations of the participants. Through the gathered data, information may be assessed and changes recommended regarding programmatic changes to the application criteria, pre-departure orientation, on-site curriculum and events scheduling and reentry orientation.

2. **RESEARCH DESIGN:** Identify specific factors or variables, conditions or groups and any control conditions in your study. Indicate the number of research participants assigned to each condition or group, and describe plans for data analysis.

An in-depth case study of four university students who attended the 2006 spring semester UGA study abroad program in New Zealand and Australia will be interviewed by email, telephone conversation, and/or parcel post regarding their personal goals and motivations for attending the program. A purposive sampling of the previous convenience sampling will be used. To gain further insight into the individual participants' level of "world mindedness," as described in the IDI, there will be a preliminary reinvestigation of the individual scores. The participants in this study must have completed both the pre- and post-test in 2006 to qualify for this study.

The criteria for selecting the participants will be based on participation in the 2006 spring semester study abroad program in the South Pacific; out of respondents who have replied to the study, four students will be chosen based on specific variables from the IDI results, observations from personal experience as both a study abroad advisor and an interim associate director of study abroad as well as content from appropriate literature.

The participants will be chosen based upon gender and IDI pre- and post-test scores. The grounds for selection will be based upon a variety of responses to the IDI. A broad spectrum of variables will be studied including, but not limited to, gender, an increase in "world mindedness" while abroad, a regression in "world mindedness" while abroad, and, perhaps (if available), substantial living experience (at least 6 months) abroad prior to participation. The students will be asked to reproduce

their IDI identification code as used in the Masters research of 2006 so the researcher may look at the scores provided by the participant. The students will be asked about their goals and motivations, taking a broad view of both intrinsic and extrinsic motivations. A comparison with the results of the IDI will be made in this study. Questions will be developed that may be asked of the participants by email telephone and/or parcel post. In the case of telephone conversations or parcel post, a transcript will be provided each participant of their personal responses. Questions may develop throughout the process and will require the participant to answer numerous times. The plan will include approximately 5 sessions of less than 45 minutes each to complete. The data will be collected and analysed. Clarifications may be needed from the participants as analysis is formed. Data will be kept anonymous and names will not be provided to protect the identity and maintain the confidentiality of the participants.

Participant consent will be obtained according to the guidelines provided by the University of Canterbury and the University of Georgia Human Ethics departments. The provision of transcripts of correspondence will guard against misrepresentation of participants' lived experiences. Sensitivity to and respect for cultural differences may be uncovered through this process.

This document is anticipated to be a 250-300 page document of which there will be 5 or more chapters, appendices, charts and tables, and references.

3. **RESEARCH SUBJECTS:**

a. *List maximum number of subjects ca. 8, targeted age group 18-28 (this must be specified in years) and targeted gender Male And Female;*

b. *Method of selection and recruitment - list inclusion and exclusion criteria. Describe the recruitment procedures (including all follow-ups).*

Contact was made with the Director of the Studies in the South Pacific and Caribbean programs, Dr. Michael Tarrant, to gain approval to receive the names, permanent addresses and emails of the 2006 spring semester student participants. These participants are the same individuals that the researcher studied during her Masters degree through the University of Sydney, Australia in collaboration with the University of Georgia. After approval from Dr. Tarrant, the researcher emailed an expression of interest letter to see if prospective participants would be willing to participate in a continuation of the previous study. The letter sent is as follows:

"Dear [student name inserted here]:

First, a quick reintroduction . . . I am Betsy Arrington-Tsao. You may recognize my name from your Spring 2006 Study Abroad Program in the South Pacific as I am the person who engaged in research on the effects of the study abroad experience on college students' sensitivity to global issues or, perhaps, as your former study abroad advisor through the Office of International Education at UGA. I am happy to say that, with your kind assistance, I have completed the research, closed the study with the University of Georgia Institutional Review Board, and have graduated from the University of Sydney, Australia, with my Masters degree in International Education. I have since left the University of Georgia Office of International Education and moved, with my family, to Christchurch, New Zealand. I'm sure you remember the beauty of the "garden city." It is a joy to be here. I am now a PhD candidate in Higher Education at the University of Canterbury through the University Centre for Teaching and Learning.

You may be wondering why I am writing you today. In my PhD work, I would like to take a look at the role of self-identified goals and motivations in college students through emergent engagement in a study abroad experience. This study will be qualitative . . . rich in description and requiring dialogue with students who have been on a study abroad experience . . . vs. the quantitative research I performed in my Masters work. This letter is a "feeler" to see if I can obtain enough response from this group to make the project worthwhile.

In this study, I am looking for volunteers from this specific group to carry on an email/telephone/or written dialogue with me through interviews that have yet to be formulated. In this dialogue, I will try to get a good understanding of your goals and motivations for going on the program, as well as the outcome.

I will also ask you to volunteer to reproduce your identification code from the research last summer so that I can look back at how you scored pre- and post-test on the IDI (Intercultural Development Inventory). Of course, I'll give you all the information you'll need to reproduce it. This will give me a good understanding of how you progressed or, in some cases, regressed during your time on the program; hence, adding to the "rich description" of your time abroad. I will be working with Dr. Michael Tarrant as the UGA representative and Dr. Billy O'Steen as my major supervisor at the University of Canterbury. Of course, if given enough positive response from this group, I will apply for approval of this study through the University of Georgia Institutional Review Board as well as the equal department here at the University of Canterbury.

Ultimately, what I need from you IMMEDIATELY is a response to this post. Are you willing to be a part of this study? Please let me know by replying to me with "YES" (meaning that you are definitely willing), "MAYBE" (meaning that you're somewhat interested but have some questions to have answered of your own [please include them in your post]), or "NO" (meaning you have no interest, whatsoever, in participating). If you'll be kind enough to respond, it will save me the effort of trying to "track you down" through other means.

If you choose to participate, I'm sure you'll have many life experiences to share . . . it will be fun to reminisce. It is hard to believe that it has been a year since your program.

Thank you, so much, for your consideration of this matter. I'll look forward to hearing from you and answering any questions, as best I can, that you may pose.

Wishing you the very best,

Betsy Arrington-Tsao"

c. The activity described in this application involves another institution (e.g. school,

university, hospital, etc.) and/or another country. Yes ☒ No ☐

If yes, provide the following details:

1) Name of institution: University of Canterbury, Christchurch

2) County and state: Canterbury

3) Country: New Zealand

4) Written letter of authorization (on official letterhead only) IRB approval:

Attached: ☐

Pending: ☒

d. Is there any working relationship between the researcher and the subjects?

Yes ☐ No ☒. If yes, explain.

e. Describe any incentives (payment, gifts, extra credit).

Extra credit cannot be offered unless there are equal non-research options available.

The researcher will offer no incentives.

4. **PROCEDURES:** State in chronological order what a subject is expected to do and what the researcher will do during the interaction. Indicate time commitment for each research activity. And detail any follow-up.

In chronological order, the researcher first obtained permission from Dr. Michael Tarrant, director of the UGA South Pacific and Caribbean Studies program, to utilize the student participant base from the 2006 study and to obtain the names, permanent addresses and emails of these individuals. The researcher then sent an expression of interest by email to all participants in the 2006 Spring Semester Study Abroad Program to New Zealand and Australia through the University of Georgia. Upon response, the researcher replied with appreciation for the acknowledgement. Positive responses were then sent a post requesting a reproduction of the identification code used in the previous study. A consent to participate form (see attachment) will be mailed to each individual. As soon as 8 respondents have replied positively, the researcher will pull the pre- and post-test Intercultural Development Inventory scores of those individuals to look at the variables. In consideration of mortality issues, eight participants will be interviewed by email, telephone and/or parcel post. However, at the end of the data gathering period, participants for use in the final study will be narrowed to 4 individuals. All personal identifying information in emails, telephone conversations, and/or parcel post will be destroyed at the conclusion of the project; however, any raw data on which the results of the project will depend, will be retained in secure storage (under lock and key) for three years, after which it will be destroyed. The researcher hopes to obtain one male or female who progressed in his/her world mindedness as indicated in the IDI scores, one male or female who regressed in his/her world mindedness as indicated by the IDI scores, and one participant (regardless of gender) who had a living experience of 6 months or more outside their home country. Questions will be developed and asked by email, telephone conversation or parcel post. Additional questions may develop throughout the process and will require the participant to answer. The plan will include approximately 5 sessions of less than 45 minutes each to complete. It is estimated that each individual participant will spend approximately 6 hours on this study. The data will be collected and analysed. Clarification may be needed from the participants as analysis is formed. Data will be kept anonymous and names will not be provided to protect the identity and confidentiality of the participants.

Duration of participation in the study: 6 Months

No. of testing/training sessions: 5 Length of each session: 45 minutes

Start Date: No earlier than May 2007, no later than October 2007

Only if your procedures include work with blood, bodily fluids or tissues, complete below:

Submit a MUA from Biosafety: Attached ☐ Pending ☐

If you are exempted from obtaining a MUA by Biosafety, explain why?

5. *Total amount of blood draw for study:* ml *Blood draw for each session:* ml
MATERIALS: *Itemize all questionnaires/instruments/equipment and attach copies with the corresponding numbers written on them.*

Topics to be discussed include, but are not limited to, the following:

Goals for studying abroad
 Motivations for participation
 Cross-cultural topics
 Matters of practicality
 Academic and Area Studies
 Social Interactions

Check all other materials that apply and are attached:

Interview protocol ☐ Debriefing Statement ☐ Recruitment flyers or advertisements ☐
 Consent/Assent forms ☒

If no consent documents are attached, justify omission under Q. 8

6. **RISK:** *Detail risks to a subject as a result of data collection and as a direct result of the research and your plans to minimize them and the availability and limits of treatment for sustained physical or emotional injuries.*

NOTE: REPORT INCIDENTS CAUSING DISCOMFORT, STRESS OR HARM TO THE IRB IMMEDIATELY!

- a. **CURRENT RISK:** *Describe any psychological, social, legal, economic or physical discomfort, stress or harm that might occur as a result of participation in research. How will these be held to the absolute minimum?*

No risk anticipated.

Is there a financial conflict of interest (see UGA COI policy)? Yes ☐ No ☒
If yes, does this pose any risk to the subjects?

- b. **FUTURE RISK:** *How are research participants to be protected from potentially harmful future use of the data collected in this project? Describe your plans to maintain confidentiality, including removing identifiers, and state who will have access to the data and in what role. Justify retention of identifying information on any data or forms.*

DO NOT ANSWER THIS QUESTION WITH "NOT APPLICABLE"!

Anonymous ☐ Confidential ☒ Public ☐ *Check one only and explain below.*
 All information will be kept under lock and key. No names will be used to protect confidentiality or identification.

Audio-taping ☐ Video-taping ☐

If taping, how will tapes be securely stored, who will have access to the tapes, will they be publicly disseminated and when will they be erased or destroyed? Justify retention.

7. **BENEFIT:** *State the benefits to individuals and humankind. Potential benefits of the research should outweigh risks associated with research participation.*

- a. *Identify benefits of the research for participants, e.g. educational benefits:*

Through the data gathered, information may be assessed and changes recommended to individuals who lead, administer, and teach on study abroad programs. Such recommendation may include, but not be limited to, programmatic changes to application criteria, pre-departure orientation, on-site curriculum and/or events scheduling, and re-entry orientation. Also participants may benefit from the opportunity to reflect on their experiences one year later.

b. *Identify any potential benefits of this research for humankind in general, e.g. advance our knowledge of some phenomenon or help solve a practical problem.*

The potential benefit of this research advances the knowledge of how goals and motivations influence selection and participation in study abroad programs, as well as, correlations of such influences to those of world-view orientations.

8. **CONSENT PROCESS:**

a. *Detail how legally effective informed consent will be obtained from all research participants and, when applicable, from parent(s) or guardian(s).*

See Consent to Participate Form

See Information Letter

Will subjects sign a consent form? Yes ☒ No ☐

If No, request for waiver of signed consent – Yes ☐

Justify the request, including an assurance that risk to the participant will be minimal. Also submit the consent script or cover letter that will be used in lieu of a form.

b. Deception Yes ☐ No ☒

If yes, describe the deception, why it is necessary, and how you will debrief them. The consent form should include the following statement: "In order to make this study a valid one, some information about my participation will be withheld until completion of the study."

9. **VULNERABLE PARTICIPANTS:** Yes ☐ No ☒

Minors ☐ Prisoners ☐ Pregnant women/fetuses ☐ Elderly ☐

Immigrants/non-English speakers ☐ Mentally/Physically incapacitated ☐ Others ☐ List below.

Outline procedures to obtain their consent/assent to participate. Describe the procedures to be used to minimize risk to these vulnerable subjects.

10. **ILLEGAL ACTIVITIES:** Yes ☐ No ☒

If yes, explain how subjects will be protected.

NOTE: Some ILLEGAL ACTIVITIES must be reported, e.g. child abuse.

11. **STUDENTS**

This application is being submitted for :

Undergraduate Honors Thesis ☐

Masters Applied Project, Thesis or Exit Exam Research ☐

Doctoral Dissertation Research ☒

Has the student's thesis/dissertation committee approved this research? Yes ☐ No ☒

The IRB recommends submission for IRB review only after the appropriate committees have

conducted the necessary scientific review and approved the research proposal.

CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

I, _____, agree to participate in a research study titled "Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad" conducted by Betsy Arrington-Tsao (researcher) from the University Centre for Teaching and Learning at the University of Canterbury in Christchurch, New Zealand (011-64-3-364-2987, ext. 7701; baa29@student.canterbury.ac.nz) under the direction of Dr. Billy O'Steen, University Center for Teaching and Learning, University of Canterbury in Christchurch, New Zealand (011-64-3-364-2851; billy.osteen@canterbury.ac.nz) in collaboration with Dr. Michael Tarrant, WSFR, University of Georgia, Athens, Georgia, United States of America (706-583-0901; tarrant@uga.edu). I understand that my participation is voluntary. I can refuse to participate or stop taking part without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The purpose for this study is to engage in an in-depth, descriptive case study of four university students' self-identified goals and motivations for participating in a study abroad experience. A reinvestigation of my scores on the Intercultural Development Inventory that I took last year will be used. If I volunteer to take part in this study, I will be asked to do the following things:

- 1) Answer questions about my goals for studying abroad
- 2) Answer questions about my motivations for studying abroad
- 3) Answer questions about, but not limited to, cross-cultural topics, matters of practicality, academic and area studies, and social interactions while abroad
- 4) The researcher may contact me to clarify my information
- 5) Sign and immediately return this consent form

I recognize that I may benefit from the opportunity to reflect on my experiences abroad one year after the experience. I also recognize that others may benefit from the information assessed because changes may be recommended to individuals who lead, administer, and teach on such study abroad programs.

No risk is expected and I understand that I will be given no incentive for my participation in this study.

All information collected will be kept confidential.
No individually identifiable information about me, or provided by me during the research, will be shared with others without my written permission.

The researcher will gladly answer further questions about the research, now or during the course of the study.

I give my permission for the researcher to use my Intercultural Development Inventory data from the 2006 research study.

I understand that I am agreeing by my signature on this form to take part in this research study and understand that I will receive a signed copy of this consent form for my records as indicated below.

Betsy Arrington-Tsao

Name of Researcher

Telephone: 011-64-3-364-2987, ext. 7701

Email: baa29@student.canterbury.ac.nz

Signature

Date

Name of Participant

Signature

Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to the University of Canterbury Human Ethics Committee, c/o Alison Loveridge (Alison.loveridge@canterbury.ac.nz), Chairperson, room 312 School of Sociology and Anthropology, Christchurch, New Zealand; Telephone 011-64-3-364-2981 or the Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; E-Mail Address IRB@uga.edu; Telephone (706) 542-3199.

Dear Participant:

Information Letter

I am a PhD candidate in Higher Education at the University of Canterbury in Christchurch, New Zealand. I am completing my work through the University Centre for Teaching and Learning. You likely recognize my name because I worked with you in my Masters research study entitled, "The Effects of Study Abroad Experiences on college Students' Sensitivity to Global Issues." This research was conducted during your 2006 study abroad experience in the south pacific. It was conducted under the auspices of a collaborative association between the University of Sydney, Australia and the University of Georgia, United States of America. The purpose of that study, as you may remember, was to explore the difference in college students' sensitivity to global issues as measured by the Intercultural Development Inventory (IDI) resulting from being in two different 'Introduction to Global Issues' classroom settings -- a familiar on-campus, lecture-based class or in an experiential class on a study abroad program.

In this study, it is my intention to interview students from the same group by email, telephone or parcel post regarding their personal goals and motivations for attending the program. To gain further insight into your level of "world mindedness" as described in the IDI, there will be a preliminary reinvestigation of your individual scores. You were chosen to participate based upon your gender, and your IDI pre- and post-test scores. I have chosen students who had an increase in their "world mindedness" while abroad, a regression in their "world mindedness" while abroad, and/or because you have had a substantial living experience abroad of at least 6 months. You will be asked about your goals and motivations for going abroad. You will also be asked how you think your goals and motivations translated into emergent engagement on your program. We will go into depth . . . providing a rich description of your experience abroad.

I hope that the process will not only be informative but also a fun opportunity for you to reminisce about your program and put into perspective how the experience has molded you as a person.

Should you have questions about this research project, please feel free to direct them to me (baa29@student.canterbury.ac.nz), Dr. Billy O'Steen (billy.osteen@canterbury.ac.nz), Dr. Taffy Davies (john.davies@canterbury.ac.nz) or Dr. Michael Tarrant (tarrant@uga.edu). Questions or concerns about your rights as a research participant should be directed to the University of Canterbury, Human Ethics Committee, c/o Dr. Alison Loveridge (alison.loveridge@canterbury.ac.nz), Chair, Room 312 School of Sociology and Anthropology, Christchurch New Zealand -- telephone: 011-64-3-364-2981 or the University of Georgia Institutional Review Board (irb@uga.edu), 612 Boyd GSRC, Athens, Georgia, 30602-7411 USA; telephone: 706-542-3199.

Enclosed is a consent form to participate in this study. A self-addressed envelope, along with enough money to send the post back is included. Please sign and return this IMMEDIATELY. Your participation is completely voluntary.

Thank you for your consideration. Please keep this post for your records.

Sincerely,

Betsy Arrington-Tsao, PhD Candidate
University of Canterbury
University Centre for Teaching and Learning
Room 423, Law Building
Christchurch
New Zealand

Telephone calling from U.S.A.: 011-64-3-364-2987, ext. 7701

UNIVERSITY OF CANTERBURY - HUMAN ETHICS COMMITTEE

APPLICATION FOR REVIEW AND APPROVAL

This form should be completed in the light of the Principles and Guidelines issued by the Human Ethics Committee. Applicants must read those before filling out the application form. The latest versions of both the Guidelines and the Application Form can be found on the website of the Human Ethics Committee. website: <http://www.canterbury.ac.nz/humanethics>

NOTE:- This electronic copy may not have sufficient space for completion of all parts of the form if downloaded as a blank copy of the application form. It is intended as a template for use by those staff and students who have access to a word processor. When typing in please type where the paragraph marks start after each question, not in the actual boxes.

Staff members are reminded that the guidelines and the application form are subject to occasional amendment.

PLEASE SEND **ten** printed or typed copies of the completed form, duly signed by applicant and supervisor or Head of Department, and of the relevant documents referred to in questions 3, 7,8,9,10, 11, 15 to the HEC Secretary, Level 6, The Registry

1. PROJECT NAME: Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad

2. NAME OF APPLICANT: Betsy Arrington-Tsao

Contact Telephone No: 7701

UNIVERSITY DEPARTMENT (or other contact address): University Centre for Teaching and Learning

email address (if available): baa29@student.canterbury.ac.nz

STATUS OF PROJECT (e.g., EDUC XYZ class project, M.A., M.Ed., M.Sc., Ph.D., Staff research study):
PhD research project

SUPERVISOR: Dr. Billy O'Steen, Major Supervisor; Dr. Taffy Davies, Supervisor

OTHER INVESTIGATORS:

SIGNED BY: Applicant:



Date: 4 April 2007

HOD/Supervisor:



Date: 4-4-07

A check page at the end of this application must also be signed by the applicant and, if the applicant is a student, by the applicant's supervisor

- Delete which
ever is in-
applicable
Yes
- 3 (a) WILL THE PROJECT REQUIRE ETHICAL APPROVAL FROM OTHER BODIES?
e.g. Health and Disability Ethics Committee
If Yes please explain how this approval has been or will be obtained, enclosing copies of relevant correspondence. Approval has been submitted to the University of Georgia Institutional Research Board for approval since the student participant base was UGA students at the time of their study abroad experience. See attached UGA IRB Application. Once received, a copy of the approval will be forwarded to your office.
- (b) WILL THE PROJECT REQUIRE APPROVAL FOR ACCESS TO THE PARTICIPANTS FROM OTHER INDIVIDUALS OR BODIES?
(e.g., parents, guardians, school principals, teachers, boards, responsible authorities, etc.)
If Yes please explain how this approval has been or will be obtained, enclosing copies of relevant correspondence
- 4 (a) IS THE PROJECT BEING EXTERNALLY FUNDED?
If Yes, please identify the source of funds.
- (b) IS THE PROJECT COMMISSIONED BY, OR CARRIED OUT ON BEHALF OF AN EXTERNAL BODY?
If Yes, please identify the body.

No

No

No

A. DESCRIPTION OF THE PROJECT

Answer the following questions in language which is, as far as possible, comprehensible to lay people.

5 AIM

- (a) What is the objective of the project?

The objective of this study is to engage in an in-depth, descriptive case study of four university students' self-identified goals and motivations for participating in a study abroad experience. An understanding may develop of their IDI pre- and post-test scores when the intrinsic/extrinsic motivations and goals are understood. In this study, a purposive sample will be acquired. The original study was a convenience sample of the University of Georgia students on the spring 2006 semester studies in the South Pacific program obtained during my masters dissertation. The hypotheses will emerge and definitions of terminology will evolve as the study progresses. Through this narrative description, logical analysis in accounting for extraneous variables will be obtained. Assessing the quantitative measurements will help give another dimension to what is known about the students immediately prior to and after the completion of the study abroad experience. With such information, comparisons will be made regarding content of such goals and how it translates into emergent engagement on such programs. Other information gathered will provide opportunities for comparison of intrinsic/extrinsic motivations and how such motivations may have influenced the worldview orientations of the participants.

- (b) Describe the type of information sought.

The type of information sought is substantive comparisons between self-identified goals and motivations to the student's pre- and post-test scores indicating their world mindedness as indicated through the IDI. Through the gathered data, information may be assessed and changes recommended regarding

programmatic changes to the application criteria, pre-departure orientation, on-site curriculum and events scheduling and reentry orientation.

- (c) Give the specific hypothesis, if any, to be tested.

The hypotheses will evolve as the study progresses.

6 PROCEDURE

Describe in practical terms how the participants will be treated, what tasks they will be asked to perform, etc. Indicate how much time is likely to be involved in carrying out the various tasks.

Over a series of ca. 5, 45-minute sessions or less via email, goals, motivations and general information will be asked. Analysis will be generated of the information and further questions may be asked, thereafter. It is estimated that the time required by the participants will be approximately 6 hours.

7 DOES THE PROJECT INVOLVE A QUESTIONNAIRE?

If Yes, please attach a copy, if possible.

No

[Note:- The HEC does not normally approve a project which involves a questionnaire without seeing the questionnaire, although it may preview applications in some cases where the production of the questionnaire is delayed for good reason.] No formal questionnaire will be prepared.

8 (a) DOES THE PROJECT INVOLVE A STRUCTURED INTERVIEW?

If Yes, please list the topics to be covered and the questions to be used.

No

(b) DOES THE PROJECT INVOLVE AN UNSTRUCTURED INTERVIEW?

If Yes, please list the range of topics likely to be discussed.

Topics to be discussed include, but are not limited to, the following:

- Goals for studying abroad
- Motivations for participation
- Cross-cultural topics
- Matters of practicality
- Academic and Area Studies
- Social Interactions

(c) IF THE PROJECT INVOLVES AN INTERVIEW OF EITHER TYPE, WILL IT BE RECORDED BY: AUDIO-TAPE OR VIDEO-TAPE?

**No
No**

(d) WILL THE PARTICIPANTS BE OFFERED THE OPPORTUNITY TO CHECK THE TRANSCRIPT OF THE INTERVIEW? Email correspondence will be kept by both student and researcher. Any telephone interviews or letters via parcel post will be provided to the participant. It will be requested that they make copies of any letters they post to researcher; however, should they forget, the researcher will gladly send them a copy of any and all materials related to their participation.

Yes

B. PARTICIPANTS

9 (a) WHO ARE THE PARTICIPANTS?

University of Georgia students who participated in my Masters degree dissertation through the University of Sydney, Australia in cooperation with the University of Georgia during spring semester 2006.

(b) HOW ARE THEY TO BE RECRUITED?

If recruitment is by advertisement or letter or notice, please attach a copy.

See letter as follows:

Dear [student name included here]:

First, a quick reintroduction . . . I am Betsy Arrington-Tsao. You may recognize my name from your Spring 2006 Study Abroad Program in the South Pacific as I am the person who engaged in research on the effects of the study abroad experience on college students' sensitivity to global issues or, perhaps, as your former study abroad advisor through the Office of International Education at UGA. I am happy to say that, with your kind assistance, I have completed the research, closed the study with the University of Georgia Institutional Review Board, and have graduated from the University of Sydney, Australia, with my Masters degree in International Education. I have since left the University of Georgia Office of International Education and moved, with my family, to Christchurch, New Zealand. I'm sure you remember the beauty of the "garden city." It is a joy to be here. I am now a PhD candidate in Higher Education at the University of Canterbury through the University Centre for Teaching and Learning.

You may be wondering why I am writing you today. In my PhD work, I would like to take a look at the role of self-identified goals and motivations in college students through emergent engagement in a study abroad experience. This study will be qualitative . . . rich in description and requiring dialogue with students who have been on a study abroad experience . . . vs. the quantitative research I performed in my Masters work. This letter is a "feeler" to see if I can obtain enough response from this group to make the project worthwhile.

In this study, I am looking for volunteers from this specific group to carry on an email/telephone/or written dialogue with me through interviews/questionnaires that have yet to be formulated. In this dialogue, I will try to get a good understanding of your goals and motivations for going on the program, as well as the outcome.

I will also ask you to volunteer to reproduce your identification code from the research last summer so that I can look back at how you scored pre- and post-test on the IDI (Intercultural Development Inventory). Of course, I'll give you all the information you'll need to reproduce it. This will give me a good understanding of how you progressed or, in some cases, regressed during your time on the program; hence, adding to the "rich description" of your time abroad. I will be working with Dr. Michael Tarrant as the UGA representative and Dr. Billy O'Steen as my major supervisor at the University of Canterbury. Of course, if given enough positive response from this group, I will apply for approval of this study through the University of Georgia Institutional Review Board as well as the equal department here at the University of Canterbury.

Ultimately, what I need from you IMMEDIATELY is a response to this post. Are you willing to be a part of this study? Please let me know by replying to me with "YES" (meaning that you are definitely willing), "MAYBE" (meaning that you're somewhat interested but have some questions to have answered of your own [please include them in your post]), or "NO" (meaning you have no interest, whatsoever, in participating). If you'll be kind enough to respond, it will save me the effort of trying to "track you down" through other means.

If you choose to participate, I'm sure you'll have many life experiences to share . . . it will be fun to reminisce. It is hard to believe that it has been a year since your program.

Thank you, so much, for your consideration of this matter. I'll look forward to hearing from you and answering any questions, as best I can, that you may pose.

Wishing you the very best,

Betsy Arrington-Tsao
PhD Candidate
University of Canterbury
University Centre for Teaching and Learning
Room 423, Law Building
Private Bag 4800
Christchurch 8020
New Zealand

Telephone from U.S.A.: 011-64-3-364-2987, ext. 7701

This e-mail may contain material that is confidential and privileged for the sole use of the intended recipient. Any review, reliance or distribution by others or forwarding without express permission is strictly prohibited. If you are not the intended recipient, please contact the sender and delete all copies.

- (c) WILL ANY FORM OF INDUCEMENT BE OFFERED?
If Yes, please give details and a brief justification.

No

- (d) IF A SELECTION FROM A GROUP IS NECESSARY, HOW WILL IT BE MADE?
(e.g., randomly, by age, gender, ethnic origin, other - please give details.)

A purposive sampling will be used in this study. To gain further insight into the individual participants' level of "world mindedness," as described in the IDI, there will be a preliminary reinvestigation of the individual scores.

Further criteria for selecting participants will be based on the following:

- Participation in the study of the 2006 south pacific study abroad program through the University of Georgia
- Eight respondents reply to the initial query of interest, submit a consent form and submit responses to the research questions.
- Four students will be chosen at the end of the study for inclusion in the final results based on ...
 - Specific variables from the IDI results
 - Depth of descriptions given by participant
 - Completion of all data content
 - Researchers personal experiences as coordinator of international activities in the College of Education, interim associate director of study abroad at a US institution of higher education and as a study abroad advisor in the Office of International Education at the University of Georgia
 - Information obtained through review of appropriate literature

- (e) HOW MANY PARTICIPANTS (OF EACH CATEGORY, WHERE RELEVANT) DO YOU INTEND RECRUITING? Researcher will work with 8 participants. In consideration of potential mortality issues, 4 of those eight respondents will be utilized in the final study. 3-4

C. INFORMATION AND CONSENT

10. WHAT INFORMATION IS BEING GIVEN TO PROSPECTIVE PARTICIPANTS?

Human Ethics Committee - Application form

6

Please attach a copy of the Information Sheet (or sheets if there are different categories of participant or if responsible persons, other than participants, need to be informed).

If information is being supplied orally, please provide a full description of the information provided.

See Information Letter attached.

[NOTE:- Projects which involve only an anonymous questionnaire may not necessarily require a separate information sheet, provided that the rubric of the questionnaire includes your name and contact number as well as the other points contained in the model shown in the GUIDELINES. In general, however, the HEC recommends that participants be given an information sheet, which they may retain, unless there are good reasons against such a procedure.]

- 11 HOW IS INFORMED CONSENT TO BE OBTAINED?
- (a) The research is strictly anonymous, an information sheet is supplied and informed consent is implied by voluntary participation in filling out a questionnaire (include a copy of the rubric for the questionnaire as in Appendix C of the Guidelines) **No**
- or (b) The research is not anonymous, but is confidential and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet) **Yes**
- See Consent Form to Participate in Research Study attached.
- or (c) The research is neither anonymous nor confidential and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet) **No**
- or (d) Informed consent will be obtained by some other method. (please specify and provide details) **No**
- (e) Where confidentiality is promised, what will be done to ensure that the identities of participants cannot be known by unauthorized persons? (e.g. use of pseudonyms and disguising of identifying material)
No names will be given although demographic information will be truthful and no attempt to disguise will be given. Demographic information, however, is general enough not to be able to specify individuals. All personal identifying information in emails, telephone conversations or letter (parcel post) will be destroyed at the conclusion of the project; however, any raw data on which the results of the project will depend, will be retained in secure storage (under lock and key) for three years, after which time it will be destroyed.

[Note:- Separate information sheets and consent forms may be required if there are different categories of participant, or if consent is needed from responsible persons, other than participants.]

12. ARE THE PARTICIPANTS COMPETENT TO GIVE INFORMED CONSENT ON THEIR OWN BEHALF? Yes

If No, please explain:

- (a) why they are not competent to give informed consent on their own behalf.
(b) how consent will be obtained.

D. RISK, DECEPTION, PRIVACY

13. WHERE WILL THE PROJECT BE CONDUCTED? The project will be conducted in Christchurch, New Zealand via email, telephone conversations and/or parcel post with participants who attended the 2006 south pacific study abroad program.

14. FORESEEABLE RISKS TO THE PARTICIPANTS

- (a) Is there any risk to physical well-being? No
(b) Could participation involve mental stress or emotional distress? No
(c) Is there a possibility of giving moral or cultural offence? No

If the answer to any of those questions is "Yes", please indicate briefly the nature of the risk and what actions you could take, or support mechanisms you could rely on, if a participant should become injured, distressed or offended while taking part in this project.

15. IS DECEPTION INVOLVED AT ANY STAGE OF THE PROJECT? No

[NOTE: The use in the information sheet or consent form or questionnaire of a title which differs from the project title given in this application form, in order not to reveal the real aim of the project, is considered to be a form of deception - however mild.]

If Yes, please

- (a) explain how and why it is to be used and how the participants will be 'debriefed' following their participation in the project.
(b) attach a copy of the debriefing sheet prepared for use by the researcher or for distribution to the participants after their participation in the project or after the completion of the project.

16. WILL INFORMATION ABOUT THE SUBJECTS BE OBTAINED FROM THIRD PARTIES? No

If Yes, please state:

- (a) the identity of the third party or parties.
(b) why such information is needed.
(c) whether appropriate consents for access to such information have been or will be obtained.
(d) whether the use of such data in your research project needs the consent of the participants.

[NOTE: It may happen that by virtue of your job, you have right of access to information concerning the participants. Such information may have been given by the participants for a particular purpose or collated by yourself or colleagues in the normal course of your job. The use of such information for a quite different purpose (i.e., a research project culminating in some form of report) may well require that potential participants at least be informed that their agreement to participate may involve such use. The Information Privacy Principles should be consulted for guidance in this area.]

F. DATA STORAGE AND FUTURE USE**17 HOW WILL THE DATA BE STORED?**

- (a) Where will the data with identifying information be securely stored? Email
Rm 423 Law Bldg
- (b) Where will the data with no identifying information be securely stored? Rm 423 Law Bldg

Note: All storage facilities should be locked and should be in rooms which can be locked.

- (c) Who will have authorised access to the data? Self
- (d) What will be done to ensure that unauthorised persons do not have access to the data?
Information will be kept under lock and key.
- (e) What will happen to the raw data at the end of the project? It will be destroyed
after 3 years.
- 18 WHAT PLANS DO YOU HAVE FOR PUBLICATION OF THE DATA?** Fulfillment of PhD
requirements.
- 19 ARE THERE PLANS FOR FUTURE USE OF THE DATA BEYOND THOSE
ALREADY DESCRIBED?** Unsure
If Yes, please describe the future use.

[NOTE: It may be the case that such future use should properly involve the production at an appropriate later date of additional information sheets and/or consent forms prior to such use. In that case, copies of those additional documents should be sent to the Human Ethics Committee, along with a covering letter referring to the present project, for HEC approval.]

Secretary, Human Ethics Committee

E CHECK LIST

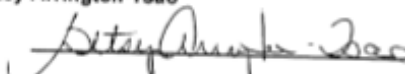
Please check the following items before sending the completed form to the Committee.
Circle N.A. i.e., Not Applicable, where appropriate.

- | | |
|---|----------------------------------|
| All the necessary signatures on page 1 have been obtained. | <input type="checkbox"/> |
| All the necessary approvals under Q 3 have been obtained or are the subject of correspondence of which copies are attached. | <input type="checkbox"/> or N.A. |
| A copy of any questionnaire, with an appropriate rubric at the beginning or accompanied by an appropriate covering page, is attached. | <input type="checkbox"/> or N.A. |
| A list of interview topics and, for a structured interview, a reasonably detailed list of questions, is attached. | <input type="checkbox"/> or N.A. |
| A copy of any advertisement, or notice, or informative letter asking for volunteers is attached. | <input type="checkbox"/> or N.A. |
| A copy of each information sheet required is attached. | <input type="checkbox"/> or N.A. |
| A copy of each consent form required is attached. | <input type="checkbox"/> or N.A. |
| A copy of the required debriefing sheet is attached. | <input type="checkbox"/> or N.A. |

Attention to the preceding check list is intended to ensure that the application and its documentation have been thoroughly reviewed by the applicant and (where applicable) by the supervisor and that the preparation of the project is up to the standard expected of and by the University of Canterbury.

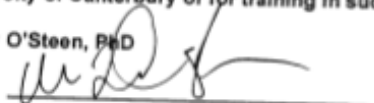
The signature of the applicant will be understood to imply that the applicant has designed the project and prepared the application with due regard to the principles and guidelines of the HEC, that all the questions in the application form have been duly answered and that the necessary documentation has been properly formulated and checked.

APPLICANT'S NAME : Betsy Arrington-Tsao
and SIGNATURE:-



The signature of the supervisor will be understood to imply in addition that, in the judgment of the supervisor, the design and documentation are of a standard appropriate for a research project carried out in the name of the University of Canterbury or for training in such research.

SUPERVISOR'S NAME: Billy O'Steen, PhD
and SIGNATURE:-



For HEC use.
Comments.

Recommended action

- (1) Approve
- (2) Approve subject to some action (SPECIFY)
- (3) Defer approval until applicant and/or supervisor have responded to points raised.
- (4) Withhold approval and return the application for redrafting and resubmission.
- (5) Reject the application and return it to the applicant with reasons given.
- (6) Refer the applicant to another authority, e.g., Health and Disability Ethics Cttee.

Secretary, Human Ethics Committee

CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

I, _____, agree to participate in a research study titled "Unravelling the Tapestry of the Student's Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad" conducted by Betsy Arrington-Tsao (researcher) from the University Centre for Teaching and Learning at the University of Canterbury in Christchurch, New Zealand (011-64-3-364-2987, ext. 7701; baa29@student.canterbury.ac.nz) under the direction of Dr. Billy O'Steen, University Center for Teaching and Learning, University of Canterbury in Christchurch, New Zealand (011-64-3-364-2851; billy.osteen@canterbury.ac.nz) in collaboration with Dr. Michael Tarrant, WSFR, University of Georgia, Athens, Georgia, United States of America (706-583-0901; tarrant@uga.edu). I understand that my participation is voluntary. I can refuse to participate or stop taking part without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The purpose for this study is to engage in an in-depth, descriptive case study of four university students' self-identified goals and motivations for participating in a study abroad experience. A reinvestigation of my scores on the Intercultural Development Inventory that I took last year will be used. If I volunteer to take part in this study, I will be asked to do the following things:

- 1) Answer questions about my goals for studying abroad
- 2) Answer questions about my motivations for studying abroad
- 3) Answer questions about, but not limited to, cross-cultural topics, matters of practicality, academic and area studies, and social interactions while abroad
- 4) The researcher may contact me to clarify my information
- 5) Sign and immediately return this consent form

I recognize that I may benefit from the opportunity to reflect on my experiences abroad one year after the experience. I also recognize that others may benefit from the information assessed because changes may be recommended to individuals who lead, administer, and teach on such study abroad programs.

No risk is expected and I understand that I will be given no incentive for my participation in this study.

No individually identifiable information about me, or provided by me during the research, will be shared with others without my written permission.

The researcher will gladly answer further questions about the research, now or during the course of the study.

I give my permission for the researcher to use my Intercultural Development Inventory data from the 2006 research study.

I understand that I am agreeing by my signature on this form to take part in this research study and understand that I will receive a signed copy of this consent form for my records as indicated below.

Betsy Arrington-Tsao

Name of Researcher

Telephone: 011-64-3-364-2987, ext. 7701

Email: baa29@student.canterbury.ac.nz

Signature

Date

Name of Participant

Signature

Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to the University of Canterbury Human Ethics Committee, c/o Alison Loveridge (Alison.loveridge@canterbury.ac.nz), Chairperson, room 312 School of Sociology and Anthropology, Christchurch, New Zealand; Telephone 011-64-3-364-2981 or the Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; E-Mail Address IRB@uga.edu; Telephone (706) 542-3199.

Dear Participant:

Information Letter

I am a PhD candidate in Higher Education at the University of Canterbury in Christchurch, New Zealand. I am completing my work through the University Centre for Teaching and Learning. You likely recognize my name because I worked with you in my Masters research study entitled, "The Effects of Study Abroad Experiences on college Students' Sensitivity to Global Issues." This research was conducted during your 2006 study abroad experience in the south pacific. It was conducted under the auspices of a collaborative association between the University of Sydney, Australia and the University of Georgia, United States of America. The purpose of that study, as you may remember, was to explore the difference in college students' sensitivity to global issues as measured by the Intercultural Development Inventory (IDI) resulting from being in two different 'Introduction to Global Issues' classroom settings -- a familiar on-campus, lecture-based class or in an experiential class on a study abroad program.

In this study, it is my intention to interview students from the same group by email, telephone or parcel post regarding their personal goals and motivations for attending the program. To gain further insight into your level of "world mindedness" as described in the IDI, there will be a preliminary reinvestigation of your individual scores. You were chosen to participate based upon your gender, and your IDI pre- and post-test scores. I have chosen students who had an increase in their "world mindedness" while abroad, a regression in their "world mindedness" while abroad, and/or because you have had a substantial living experience abroad of at least 6 months. You will be asked about your goals and motivations for going abroad. You will also be asked how you think your goals and motivations translated into emergent engagement on your program. We will go into depth . . . providing a rich description of your experience abroad.

I hope that the process will not only be informative but also a fun opportunity for you to reminisce about your program and put into perspective how the experience has molded you as a person.

Should you have questions about this research project, please feel free to direct them to me (baa29@student.canterbury.ac.nz), Dr. Billy O'Steen (billy.osteen@canterbury.ac.nz), Dr. Taffy Davies (john.davies@canterbury.ac.nz) or Dr. Michael Tarrant (tarrant@uga.edu). Questions or concerns about your rights as a research participant should be directed to the University of Canterbury, Human Ethics Committee, c/o Dr. Alison Loveridge (alison.loveridge@canterbury.ac.nz), Chair, Room 312 School of Sociology and Anthropology, Christchurch New Zealand -- telephone: 011-64-3-364-2981 or the University of Georgia Institutional Review Board (irb@uga.edu), 612 Boyd GSRC, Athens, Georgia, 30602-7411 USA; telephone: 706-542-3199.

Enclosed is a consent form to participate in this study. A self-addressed envelope, along with enough money to send the post back is included. Please sign and return this IMMEDIATELY. Your participation is completely voluntary.

Thank you for your consideration. Please keep this post for your records.

Sincerely,

Betsy Arrington-Tsao, PhD Candidate
University of Canterbury
University Centre for Teaching and Learning
Room 423, Law Building
Christchurch
New Zealand

Telephone calling from U.S.A.: 011-64-3-364-2987, ext. 7701

Appendix 2: Letter of Explanation

25 April 2012

Letter of Explanation

This letter serves as explanation for not having an original supporting document for the ethics approval for my study from the University of Canterbury. The document was provided to me by means of email; however, the email system that was used at the time in May of 2007 has been replaced twice at the University. I am unable to access the document as the data is no longer available. The one printed copy that I had was lost in the earthquakes as I was unable to retrieve the files from my office. The study was approved by both the University of Georgia and the University of Canterbury and may be confirmed by contacting any of the following:

Human Ethics Committee

Chair: **Dr Mike Grimshaw**

Room: 302, School of Social & Political Sciences

Telephone: 6390 or +64 3 364 2390

michael.grimshaw@canterbury.ac.nz

Chair: **Nicola Surtees**

School of Maori, Social and Cultural Studies in Education

Telephone: 44349 or +64 3 364 2987

nicola.surtees@canterbury.ac.nz

General Enquiries

Secretary: **Lynda Griffioen**

Okeover House

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Appendix 3. Consent Form for Participants

CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

I, _____, agree to participate in a research study titled "Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad" conducted by Betsy Arrington-Tsao (researcher) from the University Centre for Teaching and Learning at the University of Canterbury in Christchurch, New Zealand (011-64-3-364-2987, ext. 7701; baa29@student.canterbury.ac.nz) under the direction of Dr. Billy O'Steen, University Center for Teaching and Learning, University of Canterbury in Christchurch, New Zealand (011-64-3-364-2851; billy.osteen@canterbury.ac.nz) in collaboration with Dr. Michael Tarrant, WSFR, University of Georgia, Athens, Georgia, United States of America (706-583-0901; tarrant@uga.edu). I understand that my participation is voluntary. I can refuse to participate or stop taking part without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The purpose for this study is to engage in an in-depth, descriptive case study of university students' self-identified goals and motivations for participating in a study abroad experience. A reinvestigation of my scores on the Intercultural Development Inventory that I took last year will be used. If I volunteer to take part in this study, I will be asked to do the following things:

- 1) answer questions about my goals for studying abroad;
- 2) answer questions about my motivations for studying abroad;
- 3) answer questions about, but not limited to, cross-cultural topics, matters of practicality, academic and area studies, and social interactions while abroad;
- 4) expected time of my participation will be approximately 6 hours over a 6 week period of time (no more than 1 hour per week);
- 5) in the event that electronic transmission (email) should be unavailable to you or the researcher at any time during the data gathering process, questions may be sent to you by parcel post, or, if time is of the essence, audio-taped telephone interviews will be used to obtain the information. All transcripts will be made available to you for approval prior to use in the study;
- 6) the researcher may contact me to clarify my information;
- 7) sign and immediately return this consent form (you may return this electronically through my email address, fax this to me by dialing 011-64-3-364-2830, sending/delivering it to Maggie Miller, Program Administrator, Studies Abroad in the South Pacific and Caribbean, 1-300 Warnell School of Forestry and Natural Resources, University of Georgia, Athens, GA 30602 - 706.542.9713 or by mailing the form by post to the address listed on the email signature).

I recognize that I may benefit from the opportunity to reflect on my experiences abroad one year after the experience. I also recognize that others may benefit from the information assessed because changes may be recommended to individuals who lead, administer, and teach on such study abroad programs.

No risk is expected and I understand that I will be given no incentive for my participation in this study.

No individually identifiable information about me, or provided by me during the research, will be shared with others without my written permission. All information collected will be kept confidential.

The researcher will gladly answer further questions about the research, now or during the course of the study.

I give my permission for the researcher to use my Intercultural Development Inventory data from the 2006 research study.

I understand that I am agreeing by my signature on this form to take part in this research study and understand that I will receive a signed copy of this consent form for my records as indicated below.

Betsy Arrington-Tsao
 Name of Researcher
 Telephone: 011-64-3-364-2987, ext. 7701
 Email: baa29@student.canterbury.ac.nz

Betsy A. Arrington-Tsao
 Signature

 Date

Fax: 011-64-3-364-2830, indicate fax is for Betsy Arrington-Tsao

 Name of Participant

 Signature

 Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to the University of Canterbury Human Ethics Committee, c/o Dr. Michael Grimshaw (michael.grimshaw@canterbury.ac.nz), Chairperson, School of Philosophy & Religious Studies, University of Canterbury, Christchurch, New Zealand; Telephone 011-64-3-364-2241 or the Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; E-Mail Address IRB@uga.edu; Telephone (706) 542-3199.

Appendix 4. Information Letter for Participants

Dear Participant:

Information Letter

30 August 2007

I am a PhD candidate in Higher Education at the University of Canterbury in Christchurch, New Zealand. I am completing my work through the University Centre for Teaching and Learning. You likely recognize my name because I worked with you in my Masters research study entitled, "The Effects of Study Abroad Experiences on College Students' Sensitivity to Global Issues." This research was conducted during your 2006 study abroad experience in the South Pacific. It was conducted under a collaborative association between the University of Sydney, Australia and the University of Georgia, United States of America. The purpose of that study, as you may remember, was to explore the difference in college students' sensitivity to global issues as measured by the Intercultural Development Inventory (IDI) resulting from being in two different 'Introduction to Global Issues' classroom settings -- a familiar on-campus, lecture-based class or in an experiential class on a study abroad program.

In this study entitled, "Unravelling the Tapestry of the Study Abroad Experience: An Investigation into the Role of Self-Identified Goals and Motivations in University Students through Emergent Engagement Abroad," it is my intention to interview students from the same group primarily by email (telephone or parcel post will only be used if electronic transmission via email is unavailable to you or the researcher) regarding their personal goals and motivations for attending the program. To gain further insight into your level of "world mindedness" as described in the IDI, there will be a preliminary reinvestigation of your individual scores. You were invited to participate based on your participation in the 2006 study. I have chosen students who had an increase in their "world mindedness" while abroad, a regression in their "world mindedness" while abroad, and/or because you have had a substantial living experience abroad of at least 6 months. You will be asked about your goals and motivations for going abroad. You will also be asked how you think your goals and motivations translated into emergent engagement on your program. I will note here that the term "emergent engagement" is defined, in this context, as the means by which the student devotes themselves to the study abroad experience via their personal goals and motivations. We will go into depth . . . providing a rich description of your experience abroad.

Please take the time to read the attached Consent Form carefully as it provides detailed information regarding your rights as a research participant as well as time expectations of you over a period of 6 weeks. You have the right to refuse to participate or stop taking part without giving any reason, and without penalty.

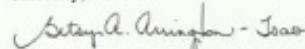
I hope that the process will not only be informative but also a fun opportunity for you to reminisce about your program and put into perspective how the experience has molded you as a person.

Should you have questions about this research project, please feel free to direct them to me (baa29@student.canterbury.ac.nz), Dr. Billy O'Steen (billy.osteen@canterbury.ac.nz), Dr. Taffy Davies (john.davies@canterbury.ac.nz) or Dr. Michael Tarrant (tarrant@uga.edu). Questions or concerns about your rights as a research participant should be directed to the University of Canterbury, Human Ethics Committee, c/o Dr. Michael Grimshaw (Michael.grimshaw@canterbury.ac.nz), School of Philosophy and Religious Studies, University of Canterbury, Christchurch New Zealand -- telephone: 011-64-3-364-2241 or the University of Georgia Institutional Review Board (irb@uga.edu), 612 Boyd GSRC, Athens, Georgia, 30602-7411 USA; telephone: 706-542-3199.

Enclosed is a consent form to participate in this study. Please sign and return this *at your earliest convenience*. There are several ways in which you may return the consent form to me. These are in the order of preference; however, the choice is yours. You may return it as an electronic file via my email address, fax the signed consent form to me at 011-64-3-364-2830, sending/delivering it to Maggie Miller, SPAC, 1- 300 Warnell School of Forest Resources, University of Georgia, Athens, GA 30602, or by mailing it to my address below. Your participation is completely voluntary and all data will be kept confidential.

Thank you for your consideration. Please keep this post for your records.

Sincerely,



Betsy Arrington-Tsao, M.Ed.
PhD Candidate in Higher Education
University of Canterbury
Telephone calling from U.S.A.:
Fax calling from U.S.A.:

University Centre for Teaching and Learning
Room 423, Law Building
Christchurch, New Zealand
011-64-3-364-2987, ext. 7701
011-64-3-364-2830 (use a fax transmittal form)

Appendix 5. First Response UC Human Ethics Committee

Thu, 10 May 2007 4:02 PM

Subject: HEC 2007/29

Date: Thursday, 10 May 2007 3:33 PM

From: Deborah Wekking <deborah.wekking@canterbury.ac.nz>

To: baa29 <baa29@student.canterbury.ac.nz>

Cc: Billy O'Steen <billy.osteen@canterbury.ac.nz>, Alison Loveridge <alison.loveridge@canterbury.ac.nz>, Duncan Webb <duncan.webb@canterbury.ac.nz>, Elaine Tickell <elaine.tickell@canterbury.ac.nz>, Kathleen Liberty <kathleen.liberty@canterbury.ac.nz>, Megan McAuliffe <megan.mcauliffe@canterbury.ac.nz>, Michael Grimshaw <michael.grimshaw@canterbury.ac.nz>, Simon Kemp <simon.kemp@canterbury.ac.nz>

Dear Betsy,

The Human Ethics Committee has reviewed your application and has raised several questions which they would be grateful for your feedback on/response to.

1. It is unclear in your application if your project involves face to face interviews with participants; please clarify.
2. Please advise what the term "Intercultural Development Inventory" is and confirm whether the participants will be familiar with it.
3. In your answer to question 6 on the application form you state "Over a series of ca.5," please clarify what this means.
4. Will the telephone interviews you will be conducting be recorded? If so please:
 - a. Amend question 8(c) of your application to reflect this.
 - b. State this in your consent form to the participant.
 - c. Confirm where the tapes will be stored and if transcripts will be given to the participants?
5. In your application you have provided two letters to participants please confirm which letter will be used.
6. If you are using the letter inserted into your application at Section B question 9 (b), the Committee wish to note the following:
 - a. The Committee felt that the second paragraph was rather wordy for the participants, e.g. please clarify what "emergent engagement" means.
 - b. In paragraph 3 you indicate that questionnaires may be used, however in your application question 7, you indicate that no questionnaires will be used. Please confirm which is correct and amend your letter accordingly. If a questionnaire is to be used please provide a copy to the Committee for their consideration.
 - c. Referring to paragraph 5, it was felt that the use of upper case text for the word "IMMEDIATELY" may appear confrontational or rude. The use of Italics in this instance would be more appropriate, or you could amend the sentence to read "Could you please respond to this post as soon as possible".

7. Referring to Data Storage:

- a. The Committee felt that email is not a secure method of storage. It is recommended that the email is downloaded and saved onto CD and the emails deleted from the computer server.
- b. Will the remaining data be kept in a locked filing cabinet in Room 423 or on a PC?

8. In the Information letter to participants please amend the details to reflect the recent change in the Chair of the Human Ethics Committee to "C/- Dr Michael Grimshaw (Michael.grimshaw@canterbury.ac.nz), School of Philosophy & Religious Studies, University of Canterbury ..."

9. If you receive more than four participants who provide high quality data over six hours of emails will you use more than four cases in your thesis? ____

10. It is recommended that you include in your letter of invitation to participants the approximate time required for this study, i.e. 6 hours.

11. Please also include in the letter of invitation the statement advising their right to withdraw from the study at any time and their right to withdraw the information that they have contributed.

12. It appears from the participant letter that information from a previous study has been used to select participants for this study. Please confirm whether or not consent to do this has been granted from the earlier study.

13. In your email letter it appears that you will be asking permission from the participant to look up their score (if they give their ID number from the prior study) but in the second information letter you advise participants that you used their IDL score to select them. This is rather confusing and we will be grateful for clarification.

The Committee will be grateful if you could address the above issues by amending your application and supporting documents accordingly and return them to me for further consideration.

If you choose to disagree with a comment please carefully and briefly state your argument. If the Chair is unable to sign off in the light of your comments the approval may be delayed and may await a meeting of the Committee.

Please note that in the interests of ensuring a swift resolution to the issues raised by the Committee a copy of this email has been forwarded to your supervisor to assist in any amendments/clarification required.

Please contact the Chair, Dr Grimshaw, (University Extn: 6390) if you wish to discuss any of the above comments prior to submitting your revised application.

Regards,

Appendix 6. IDI Questions and Individual Results by Stages

The following content provides the general premise of the questions that were taken from the **Intercultural Development Inventory** (Hammer and Bennett, 1999, 2001) and are relative to each stage results that follow.

- Q1. This person believes that individuals in the home culture aren't as broad-minded as individuals from other cultures.
- Q2. This person believes that their home culture should be the model all other cultures.
- Q3. The general populace is unconcerned in events taking place outside their home country.
- Q4. This person does not feel connected because s/he doesn't have a cultural association.
- Q5. This person thinks that individuals from their own culture have less manners compared to people of other cultures.
- Q6. This person believes that individuals in the home culture work more than other cultures.
- Q7. This person has the ability to change the way in which they gesture and have eye contact with members of other cultures.
- Q8. This person sees their self as a bridge between their home culture and other cultures.
- Q9. This person has witnessed many examples of misinterpretations of facial expressions due to inability to understand a different culture.
- Q10. This person believes it is best to form friendship with like-culture individuals.
- Q11. This person believes that individuals from their culture are less energetic than others from different cultures.
- Q12. This person considers that differences in culture are not as important as the belief that generally all people have the same goals, interests and needs in life.
- Q13. This person believes that all individuals have the same needs, goals and life interests.
- Q14. This person believes that the impact of technology will create a world-wide culture.
- Q15. This person thinks that individuals from cultures other than their own are more sophisticated.
- Q16. This person is able to change their manner to the culture in which they are located.
- Q17. This person has the ability to see local culture through the eyes of the local people.
- Q18. This person thinks it is right for people from different cultures to not get together for social events.
- Q19. This person believes that conflicts in different cultures can be settled due to values that everyone shares.
- Q20. This person believes that family values in their home culture are stronger than other cultures.
- Q21. This person thinks that in their home culture individuals want to improve themselves more than those of other cultures.
- Q22. This person believes that cultural groups should keep to themselves.
- Q23. This person thinks that technology is better received in other cultures than their own.
- Q24. This person thinks that division due to conflict will happen when there is a great amount of cultural diversity.
- Q25. This person thinks that values within the family are stronger in other cultures than in their own culture.
- Q26. This person believes s/he adapts to the culture when being in contact with people of different cultures.
- Q27. This person believes individuals from host countries are more likely to improve themselves by comparison to the home country.

- Q28. This person believes that all people should pay more attention to common humanity rather than differences in cultures.
- Q29. This person believes that people from other cultures who behave differently should be avoided.
- Q30. This person views the norms of other cultures while living in their home culture.
- Q31. This person believes s/he is without culture.
- Q32. This person believes they can see cultural differences in the way others solve and define problems.
- Q33. This person believes that there are principles of morality that are universally accepted and that those principles are a good guide for behavior in other cultures.
- Q34. This person believes that most folks are primarily the same regardless of any apparent cultural difference.
- Q35. This person feel connected to their home culture but is able to think like a member of a different culture while experiencing it.
- Q36. This person feels it is acceptable that their own, more superior, culture obtains more life options.
- Q37. This person believes that if all cultures were like their home culture, the a better world would be had by all.
- Q38. This person thinks there is too much attention given to other cultures.
- Q39. This person doesn't feel rooted by the mores of any specific cultural group; therefore, do not believe in any specific cultural identity.
- Q40. This person doesn't feel they are a member of any one or combination of cultures.
- Q41. This person detects differences in cultures by the way people converse or do not converse.
- Q42. This person has seen misunderstanding via cultural difference in emotional expression.
- Q43. This person believes that all people should be held to the same standards of what is right and wrong.
- Q44. This person believes that the person they are inside has no identification to a culture.
- Q45. This person believes s/he is capable of adapting to different situations and interpretations via use of existing cultural criteria.
- Q46. This person recognizes cultural differences in the way a decision is made.
- Q47. This person believes that if all cultures lived like their own culture lived, earth would be a better place because of it.
- Q48. This person responds differently to people of different cultures.
- Q49. This person believes that no matter what cultural differences there may be, people are all alike in their humanity.
- Q50. This person believes that individuals from their home culture are not as tolerable as compared to individuals from other cultures.

IDI Ethnocentric Stages: Denial Cluster – Disinterest in cultural difference

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
D/D SCALE:	Indicates a worldview that simplifies and/or polarizes cultural difference				
Denial Cluster:	Tendency to avoid cultural difference (disinterest in cultural difference)				
Questions	Alice	Dina	Julia	Ellen	Carl
Q3	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	2A, 1B, 2C
Q22	2A, 1B, 2C	1A, 1B, 1C	1A, 1B, 1C	2A, 1B, 2C	2A, 2B, 3C
Q24	1A, 1B, 3C	2A, 1B, 2C	1A, 1B, 1C	2A, 1B, 2C	2A, 3B, 2C
Q38	1A, 1B, 1C	2A, 1B, 1C	2A, 2B, 1C	1A, 1B, 1C	3A, 2B, 3C

IDI Ethnocentric Stages: Denial Cluster –

Avoidance of interaction with cultural difference

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
D/D SCALE:	Indicates a worldview that simplifies and/or polarizes cultural difference				
Denial Cluster:	Tendency to avoid cultural difference (avoidance of interaction with cultural differences)				
Questions	Alice	Dina	Julia	Ellen	Carl
Q10	1A, 1B, 2C	2A, 1B, 1C	1A, 2B, 1C	2A, 3B, 2C	3A, 2B, 1C
Q18	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 2C
Q29	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 2C

IDI Ethnocentric Stages: Defense Cluster

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
D/D SCALE:	Indicates a worldview that simplifies and/or polarizes cultural difference				
Defense Cluster:	Tendency to view the world in terms of “us” and “them,” where “us” is superior				
Questions	Alice	Dina	Julia	Ellen	Carl
Q2	2A, 1B, 1C	1A, 3B, 2C	1A, 1B, 1C	1A, 1B, 1C	3A, 3B, 3C
Q6	3A, 2B, 5C	2A, 1B, 1C	1A, 1B, 1C	4A, 5B, 3C	4A, 4B, 3C
Q20	2A, 2B, 2C	3A, 4B, 4C	1A, 1B, 1C	3A,, 1B, 2C	3A, 3B, 3C
Q21	2A, 2B, 2C	2A, 1B, 1C	1A, 1B, 1C	2A, 1B, 2C	3A, 4B, 3C
Q36	3A, 2B, 2C	2A, 1B, 1C	1A, 1B, 1C	2A, 3B, 3C	2A, 2B, 3C
Q47	1A, 2B, 2C	1A, 1B, 1C	1A, 1B, 1C	1A, 1B, 1C	3A, 2B, 3C

IDI Ethnocentric Stages: R Scale

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
R Scale:	Indicates a worldview that reverses “us” and “them” polarization, where “them” is superior				
Questions	Alice	Dina	Julia	Ellen	Carl
Q1	2A, 2B, 1C	3A, 2B, 2C	1A, 1B, 1C	4A, 4B, 2C	3A, 4B, 3C
Q5	4A, 4B, 1C	1A, 4B, 1C	1A, 1B, 1C	3A, 1B, 3C	4A, 3B, 3C
Q11	4A, 4B, 1C	4A, 4B, 2C	1A, 1B, 1C	3A, 3B, 3C	3A, 2B, 3C
Q15	4A, 3B, 1C	3A, 4B, 1C	1A, 1B, 1C	3A, 3B, 1C	3A, 3B, 3C
Q23	1A, 1B, 1C	3A, 4B, 3C	1A, 1B, 1C	2A, 3B, 3C	2A, 3B, 2C
Q25	4A, 2B, 1C	3A, 3B, 3C	1A, 1B, 1C	3A, 4B, 3C	3A, 3B, 2C
Q27	4A, 2B, 1C	4A, 4B, 4C	1A, 1B, 1C	4A, 3B, 4C	1A, 2B, 2C
Q37	2A, 3B, 1C	1A, 3B, 2C	1A, 1B, 1C	3A, 3B, 2C	3A, 3B, 3C
Q50	2A, 2B, 1C	3A, 2B, 2C	1A, 1B, 1C	3A, 3B, 3C	4A, 3B, 4C

IDI Ethnocentric Transition Stage: M Scale – Similarity Cluster

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
M Scale:	Indicates a worldview that highlights cultural commonality and universal values				
Similarity Cluster:	Tendency to assume that people from other cultures are basically “like us”				
Questions	Alice	Dina	Julia	Ellen	Carl
Q12	3A, 3B, 2C	2A, 2B, 4C	2A, 2B, 1C	3A, 2B, 2C	2A, 3B, 3C
Q13	1A, 2B, 1C	2A, 3B, 4C	4A, 2B, 1C	3A, 3B, 4C	5A, 4B, 2C
Q28	4A, 3B, 2C	3A, 2B, 3C	4A, 4B, 3C	3A, 3B, 4C	3A, 3B, 4C
Q34	2A, 4B, 1C	1A, 1B, 3C	5A, 4B, 4C	3A, 4B, 4C	4A, 4B, 4C
Q49	5A, 5B, 3C	1A, 1B, 1C	5A, 4B, 5C	4A, 5B, 5C	3A, 4B, 4C

IDI Ethnocentric Transition Stage: M Scale – Universalism Cluster

Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test
	2 = disagree somewhat more than agree		B = Post-test
	3 = disagree some and agree some		C = Two years out from study abroad program
	4 = agree somewhat more than disagree		
	5 = agree		

M Scale:	Indicates a worldview that highlights cultural commonality and universal values				
Universalism Cluster:	Tendency to assume that people from other cultures are basically “like us”				
Questions	Alice	Dina	Julia	Ellen	Carl
Q14	1A, 2B, 1C	2A, 5B, 1C	3A, 2B, 2C	4A, 4B, 4C	4A, 4B, 3C
Q19	3A, 3B, 2C	1A, 1B, 3C	4A, 3B, 3C	3A, 4B, 3C	4A, 3B, 5C
Q33	4A, 2B, 2C	1A, 1B, 2C	2A, 2B, 3C	4A, 4B, 3C	2A, 3B, 3C
Q43	5A, 4B, 4C	1A, 1B, 1C	2A, 4B, 3C	4A, 4B, 4C	2A, 3B, 4C

IDI Ethnorelative Stages: AA Scale – Acceptance Cluster

Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test
	2 = disagree somewhat more than agree		B = Post-test
	3 = disagree some and agree some		C = Two years out from study abroad program
	4 = agree somewhat more than disagree		
	5 = agree		

A/A Scale:	Indicates a worldview that can comprehend and accommodate to complex cultural differences				
Acceptance Cluster:	Tendency to recognize patterns of cultural difference in one's own and other cultures				
Questions	Alice	Dina	Julia	Ellen	Carl
Q9	3A, 4B, 4C	4A, 4B, 1C	4A, 4B, 1C	4A, 3B, 3C	3A, 3B, 3C
Q41	4A, 5B, 3C	4A, 5B, 4C	4A, 4B, 5C	4A, 3B, 5C	3A, 3B, 3C
Q46	4A, 5B, 3C	4A, 4B, 2C	5A, 5B, 1C	3A, 4B, 3C	3A, 3B, 2C
Q32	5A, 5B, 4C	3A, 3B, 1C	5A, 4B, 4C	4A, 4B, 3C	3A, 4B, 2C
Q42	2A, 3B, 4C	4A, 4B, 1C	1A, 1B, 1C	4A, 4B, 3C	3A, 3B, 2C

IDI Ethnorelative Stages: Adaptation Cluster –

Cognitive Frame-Shifting Cluster

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
A/A Scale:	Indicates a worldview that can comprehend and accommodate to complex cultural differences				
Adaptation Cluster:	Tendency to shift perspectives and behavior according to cultural context				
<i>Cognitive frame-shifting</i>					
Questions	Alice	Dina	Julia	Ellen	Carl
Q17	4A, 4B, 3C	3A, 4B, 2C	2A, 4B, 3C	1A, 1B, 3C	3A, 3B, 3C
Q30	3A, 3B, 2C	3A, 3B, 3C	1A, 4B, 2C	4A, 5B, 5C	1A, 2B, 3C
Q35	2A, 2B, 3C	2A, 4B, 2C	1A, 2B, 1C	4A, 5B, 4C	3A, 3B, 3C
Q45	5A, 4B, 4C	2A, 4B, 3C	4A, 3B, 1C	4A, 3B, 5C	2A, 2B, 3C

IDI Ethnorelative Stages: Adaptation Cluster –

Behavioral Code-Shifting Cluster

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
A/A Scale:	Indicates a worldview that can comprehend and accommodate to complex cultural differences				
Adaptation Cluster:	Tendency to shift perspectives and behavior according to cultural context				
Behavioral code-shifting					
Questions	Alice	Dina	Julia	Ellen	Carl
Q7	2A, 4B, 3C	2A, 3B, 2C	3A, 3B, 1C	4A, 4B, 2C	3A, 4B, 3C
Q8	3A, 3B, 2C	2A, 4B, 2C	4A, 1B, 1C	3A, 3B, 3C	2A, 2B, 2C
Q16	4A, 5B, 4C	2A, 4B, 5C	4A, 3B, 4C	4A, 4B, 3C	3A, 3B, 3C
Q26	4A, 4B, 3C	2A, 4B, 4C	4A, 4B, 3C	4A, 4B, 4C	3A, 3B, 4C
Q48	2A, 3B, 3C	2A, 2B, 1C	4A, 4B, 2C	2A, 4B, 2C	4A, 2B, 3C

IDI Ethnorelative Stages: EM Scale

	Responses to Questions:	1 = disagree	Indicates when IDI was given participants:	A = Pre-test	
		2 = disagree somewhat more than agree		B = Post-test	
		3 = disagree some and agree some		C = Two years out from study abroad program	
		4 = agree somewhat more than disagree			
		5 = agree			
EM Scale:	Indicates a worldview that incorporates a multicultural identity with confused cultural perspectives				
Questions	Alice	Dina	Julia	Ellen	Carl
Q4	1A, 1B, 1C	3A, 4B, 2C	2A, 2B, 1C	1A, 2B, 1C	1A, 2B, 1C
Q31	1A, 1B, 1C	3A, 2B, 2C	1A, 2B, 1C	1A, 1B, 1C	1A, 2B, 1C
Q39	1A, 1B, 1C	4A, 4B, 4C	4A, 2B, 2C	2A, 1B, 1C	1A, 2B, 1C
Q40	1A, 1B, 1C	3A, 4B, 2C	1A, 1B, 3C	1A, 1B, 1C	1A, 1B, 1C
Q44	2A, 1B, 3C	3A, 4B, 2C	4A, 3B, 2C	1A, 1B, 1C	4A, 2B, 2C

Appendix 7. Opportunities for internationalization at home

Intercultural representation

- Significant quantity of faculty, staff and students
- Scholarly recruitment and retention of faculty and students
- Language diversity
- Social and academic support
- Faculty and student involvement in cultural and ethnic organizations both locally and on campus through involvement in clubs, organizations, internships, applied research options, and service learning
- Participation of representative bodies from local cultural and ethnic organizations in teaching and learning activities, research opportunities, extracurricular functions and projects

Curriculum and Practice

- New programs with culturally pluralistic themes
- Intercultural content mixed into mainstream coursework
- Specified regional or area studies
- Linguistic and cultural study
- Diversity of instructive methods
- Diversity of assessment and evaluation
- Supporting programs of study including joint, double degrees, study abroad requirements, 1+2+1/2+2 programs, exchange opportunities, etc.

Advising and Counseling Modes

- Cross-cultural sensitivity and competence
- Cross-cultural supervision
- Diversity of clientele
- Extracurricular cross-cultural functions/events/services/activities

Processes of Teaching and Learning

- Use of diversity in teaching practices (pedagogy)
- Active input by:
 - International faculty
 - International students
 - International scholars
 - Returned study abroad students
 - Local international/intercultural experts
- Virtual learning opportunities with joint courses abroad
- Integration of coursework including:
 - International studies
 - Intercultural studies
 - Area studies
 - Intercultural role playing
 - Reference methodologies (best practices)

Research potential

- Use of diverse research methods
- Engagement in international research
- Engagement in intercultural research

Competency assessment

- Faculty competence focused on international outcomes
- Student competence focused on international outcomes
- Faculty competence focused on intercultural outcomes
- Student competence focused on intercultural outcomes
- Program assessment focused on international goals
- Program assessment focused on intercultural goals

Tertiary environment

- Acknowledge the precedence of international and intercultural learning in mission statements, values statements, coursework requirements, etc.
- International diversity through visual representation
- Funding and specific areas devoted to international and intercultural objectives

Extracurricular Activities

- International/domestic student clubs and associations
- International/intercultural campus functions

Liaison with Local Ethnic/Cultural Groups

- Faculty and student involvement in local cultural and ethnic organizations through internships, research opportunities, and service learning
- Representative involvement from local cultural and ethnic groups in teaching/learning activities, research opportunities, extracurricular functions and projects

Note: This appendix is an amalgamation of Knight (2004) and Ng, Choudhuri, Noonan & Ceballos's (2012) ideas for internationalization competencies and opportunities.

Appendix 8. Opportunities for internationalization abroad

Migration of People

- Faculty exchanges for research and teaching
- Faculty technical assistance/consulting abroad
- Faculty sabbaticals/professional development abroad
- Faculty developed study abroad programs
- Student study abroad programs:
 - Full degree seeking
 - Exchanges abroad
 - One year abroad
 - Semester abroad
 - Short-term study abroad
- Other student opportunities for international/intercultural learning:
 - Service learning abroad
 - Internships abroad
 - Work abroad
 - Research abroad

Migration of Programs

- Credit bearing programs through international linkages and partnerships
- Local credit awarded while studying at an institution abroad
- Credit awarded from institution abroad
- Degrees awarded by institution abroad
- Joint degrees awarded

Migration of Providers

- Physical presence abroad of local institution
- Branch campuses, stand-alone institutes, centers
- Franchise campuses

International/Intercultural Project Opportunities

- Creative international/intercultural project development including
- But not limited to:
 - Joint course or curriculum development
 - Research
 - Benchmarking
 - Technical assistance
 - Professional development
 - E-learning platforms, etc.

Projects and services as part of developmental aid projects, academic linkages and commercial contract

Note: This appendix is an amalgamation of Knight (2004) and Ng, Choudhuri, Noonan & Ceballos's (2012) ideas for internationalization competencies and opportunities.

Appendix 9. Ideas for Volunteer and Service-Learning Opportunities

- Arts/Culture/Heritage organizations
 - Museums
 - Historic Conservation Trusts
 - Women's/Men's Clubs
 - Local religious organizations
 - Choral groups
 - Civic Music groups
 - Parks and Recreation
 - Creative Arts
 - Cultural Center
 - Railway and Transportation Centers
- Conservation/Environment
 - Animal Rescue
 - Parks and Waterways
 - Private and Public Gardens/Botanic Gardens
 - Keep City Beautiful office
 - Wildlife Trusts
- Education
 - Adult Reading Organizations
 - Reading for the Disabled
 - Gifted Children and Youth
 - Toy Libraries
 - Vegetarian Center
 - English Language Partnerships
 - Refugee Education Center
 - Multicultural Learning Center
 - Primary Schools
 - Special Needs Libraries
 - Collaborative Trust
- Emergency Services
 - Civil Defense and Emergency Management
 - Coastguard
 - Red Cross
- Health
 - Support Centers
 - Alzheimers
 - Arthritis
 - Asthma
 - Autism
 - Brain Injury
 - Cancer Society
 - Heart Society
 - Disability Action groups
 - Teen Centers
 - Deaf and Mute
 - Depression Support
 - Diabetes Support

- Disabled Support
 - Hospice Support
 - Community Care
 - Stroke Foundation
- Information/Advising
 - Community Trusts
 - World Service
 - Community Law
 - Student Associations
 - Mental Health Education and Resource Center
 - Public Libraries
 - Trade Aid
 - Women's Center
- Social Services
 - Hunger Ministries
 - Aged Concerns
 - Family & Community groups
 - Men's Centre
 - Social Services
 - Resettlement Services
 - Rotary Club
 - Salvation Army
 - YWCA
- Sport/Recreation
 - Sport Trust
 - Netball
 - Rugby
 - Wheelchair Tennis
 - Yachting
 - Leisure Clubs
 - Tramping and Hiking
 - Gymnastic groups
 - Special Olympics
- Youth/Children
 - Big Brother/Sister
 - Boys Brigade
 - Holiday Programs
 - Child Helpline
 - Family Help Trust
 - Health Camp
 - Harbour Basin Youth Council
 - Respite Care
 - Life Saving
 - Scouts
 - Youth & Cultural Development
 - Youthline

Appendix 10. Examiners Reports: Talking Points at Oral Exam

Examiners Report: Mike Roberts
Talking Points at Oral Exam

This is a more detailed description of what considerations could best utilize the style of learning and what measures could be taken to help propel them toward ethnorelativism. Below are options currently provided study abroad, what may be missing, and suggestions for learning.

Dina (RO-Assimilating in KLSI & Minimization in IDI)

Provided by Program:

- Observations
- Connections
- Reflection

Missing from Program:

- Guided reflection
- Group discussion
- Time for reflection

Suggestions:

- Frameworks for making connection
 - Time for reflection
 - Journal
 - Blog
 - Email
 - Pictures
 - Discuss

Julia & Alice (AC-Converging in KLSI & Acceptance in IDI)

Provided by Program:

- Culture specific info
 - Political
 - Arts
 - History
 - Flora
 - Fauna
- Field opportunities galore (used to classroom instruction)

Missing from Program:

- Lack of knowledge on developmental processes of learning (style)
- Comprehension of cultural concepts and theories

Suggestions:

- Provide abstract principles
 - Culture shock
 - Prejudice
 - Racism
 - Value diff.
- Attention to learning processes and capacity to learn how to learn

Carl (AE-Converging in KLSI & Reversed Defense in IDI)

Provided by Program:

- Opportunity for a sample experience (ex., provide opportunity to roast a pig underground with no directions on how to do it ... preferably AFTER the hangi)
- Create spontaneous learning projects outside the classroom

Missing from Program:

- Lack of understanding of AC
- Frameworks for analysing structure

Suggestion:

- Provide solid concepts for the AE learner (ex. above...have them write a detailed report on how they went about the process of the roast)
- Give specific instruction and help AE's understand the importance of the construct

Ellen (AE & CE-Accommodating in KLSI & Minimization in IDI)

Provided by Program:

- Opportunity for a sample experience
- Create spontaneous learning projects outside the classroom
- Homestays
- Service learning

Missing from Program:

- Lack of understanding of AC
- Frameworks for analysing structure
- Needs time to share frameworks above and share reactions & feelings that have been encountered, stress felt, discoveries made

Suggestions:

- Provide solid concepts for the AE learner (ex. above...have them write a detailed report on how they went about the process of the roast)
- Give specific instruction and help AE's
- Preplanned meetings
- Scheduled group discussion sessions
- Informal meals as occasions for CE learners to enjoy their learning style & for others to practice their CE skills.

Reference

Bennett, J. (2011) *Developing Intercultural Competence*. AIEA: San Francisco.

Examiners Report: Maureen Hall

Talking Points at Oral Exam

1. Globalized curriculum

Globalized curriculum includes teaching on-campus and off-campus. Specific topics may include but not be limited to environmental concerns, international affairs, political science, landscape and architectural design, history, peace and non-proliferation studies, language, social constructs, etc. When teaching, it is important to teach outside the realm of ethnocentric knowledge, to be inclusive of international student understanding and values, sharing of knowledge with and by international faculty, opening the campus to more intercultural activities on a more regular basis (more than just the annual international night events). Moving from tolerance to embracing of difference and trying to see the local through the lens of the international and vice versa.

Possible areas of knowledge content:

- Awareness of human choices
- Worldview consciousness
- Knowledge of Self (culture, personal autonomy, value assessment)
- National & global interdependence
- Global dynamics
- International etiquette
- Political knowledge (systems, leaders & events as well as geography, & economics)
- Consciousness of differing perspectives
- Cross cultural awareness (diversity of ideas and practices)
- Perspectives on ideology, culture, gender and history in the world
- Exploration of worldmindedness through values assessment, assumptions, priorities, policy orientations
- Attitude education through empathy and kinship
- Ethical considerations
- Reflection
- Ambiguity
- Global understanding through measurements in attitudes, empathy, degree of comfort in foreign situations

2. How should institutions of higher education provide specific learning goals for study abroad programs that directly address the desired mission statement/goals of the institution?

Mandated from upper administration, a set of required coursework to provide intercultural awareness, addressing differences in values and mores in both study abroad and on campus classes.

On campus courses could provide “value added” opportunities to discuss multiple perspectives, sustainability, social justice, cross cultural immersion, etc.

3. How should institutions of higher education require a comprehensive internationalization curriculum of every tertiary student in order to meet the cultural understanding of globalization?

Start with the development of an internationalization committee that includes sr. administrators or representatives, faculty that serve on governance committees such as curriculum review and/or development or institutional planning, faculty from a few units that are not pro-internationalization, program assessment specialist, faculty committed to internationalization, sr. faculty who have international expertise or interest, deans or associate deans.

Define the philosophy of the team.

Write an institutional vision or mission for internationalization.

- Motivate
- Inspire
- Challenge
- Compel
- Guide decision making

Create a plan of action.

Approach by means of global learning outcomes and assessment scheme.

Develop learning goals>learning opportunities>assessment of student learning>use data obtained to start the process again until it is fine tuned.

Must be able to articulate:

- Learning outcomes
- Program requirements
- Data collection of the above
- Timetable for obtaining results of learning
- Interpret evidence
- Use evidence to enhance learning opportunities

Assessment of goals:

- Rubrics developed
- Rubrics articulated to students
- Certificate program
- Student portfolio
- Recollect
- Understand
- Apply
- Analyse
- Evaluate
- Create
- Intercultural learning outcomes
- Non-verbal communication patterns & norms of host culture
- Work effectively with culturally different individuals
- Verbalize complex and distinct characteristics from another culture

Reference

American Council on Education: <http://www.acenet.edu>